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A regional investigation of the effective utilization of teacher aides in Head Start Centers.

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A REGIONAL INVESTIGATION
OF THE EFFECTIVE UTILIZATION
OF TEACHER AIDES IN HEAD START CENTERS

A Dissertation Presented

By

JAMES CLAYTON YOUNG

Submitted to the Graduate School
of the University of Massachusetts
in partial fulfillment for the requirements
for the degree of
DOCTOR OF EDUCATION

May 1971

Major Subject: Administration and
Early Childhood Education


A REGIONAL INVESTIGATION
OF THE EFFECTIVE UTILIZATION
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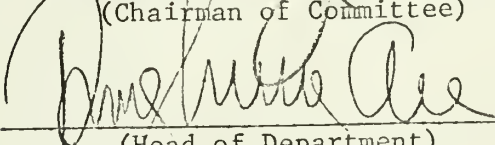
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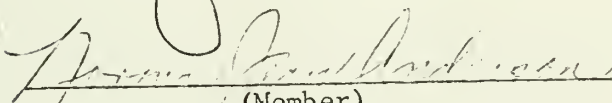
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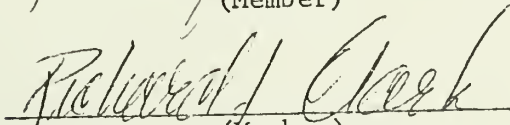
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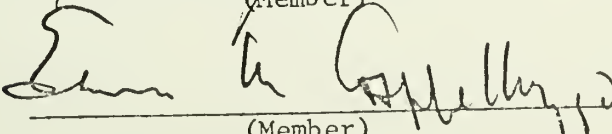
Approved as to style and content by:


(Chairman of Committee)


(Head of Department)


(Member)


(Member)


(Member)

May 1971

Dedicated to

Jackquline, Jimmy and Jamille; my wife and children

"The newly emerging individual can attain some degree of stability and eventually become inured to the burdens and strains of an autonomous existence only when he is offered abundant opportunities for self-assertion and self-realization. He needs an environment in which achievement, acquisition, sheer action, or the development of his capacities and talents seem within easy reach. It is only then that he can acquire the self-confidence and self-esteem that can make an individual's existence bearable or even exhilarating."

Eric Hoffer

ACKNOWLEDGEMENTS

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In particular, I feel greatly indebted to those Head Start teacher aides, teachers and directors who took the time to complete the questionnaires. Without their participation, the investigation would not have been possible.

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CHAPTER I

INTRODUCTION

During the 1960's school systems throughout the United States went through numerous changes. Some of the more recognizable changes were in the following areas: (1) nongraded classrooms, (2) team teaching, (3) curriculum innovations and (4) using paraprofessionals or non-certified staff in the classrooms. The use of teacher aides was one of the most dramatic changes. In 1968, 80,000 teacher aides were at work in American schools. This alone represented an increase of 800% over 1960.¹ In many ways these aides have gone unnoticed in school systems as they go about their daily routines.

Teacher aides are essentially noncertified persons who directly assist the teacher in his instructional role.² Utilization of teacher aides encompass a broad range of educational tasks. These duties are to relieve the regular teacher so that he can concentrate on teaching activities. For the most part, tasks performed by teacher aides are peripheral to the actual teaching process.

Head Start, a federally funded program to aid preschool children, does not necessarily require individuals to meet any state requirements to be considered for employment as a teacher or teacher

¹Bennet, William S. Jr., and Falk, R. Frank. New Careers and Urban Schools, (New York: Holt, Rinehart and Winston, Inc., 1970), p. 2.

²Ibid., p. 3.

aide.³ As a result, many poor people have been given the opportunity to utilize skills they possess in these preschool programs. Also, it mandated that the second paid person in the Head Start classrooms be someone from the low income strata.⁴ With each Head Start classroom having someone from the poor community in the position of a teacher aide, a vast pool of talent exists for utilization at other levels in our school systems across the country in both urban and rural communities.

Background Information

In the traditional sense of teacher certification, we expect one to have completed a four year course of study at an institution of higher learning. Upon completion of the program, one would be the recipient of a Bachelor's degree and in most cases be eligible for certification by the state with a provisional certificate as a licensed teacher.

Head Start philosophy suggests use of paraprofessionals in classrooms may add greatly to teacher effectiveness in realizing educational objectives. An important goal of Head Start and the anti-poverty program is to assist those of low socio-economic status with often less than minimal educational background by giving them increased opportunity to realize their potential in the world of work. Studies have indicated

³Office of Economic Opportunity Manual 6108-1, (September 1967), p. 13.

⁴Ibid., p. 16.

that educational experiences and opportunities for Head Start children are greatly enhanced by the effective involvement of parents and others from the program area.⁵

Unfortunately, but not surprisingly, many of the Head Start-stated goals are not fully realized. Frequent observation in actual Head Start classrooms, as well as information available from trainees participating in the Leadership Development Program, at the University of Massachusetts, suggests that teacher aides are not fully involved in curriculum development, planning the daily schedule, organization of the classroom, selection of materials and equipment and classroom discipline. Rather, a number of programs are likely to use teacher aides to carry out related but menial tasks e.g., straightening up classroom furniture and book collections, putting away toys and games, mixing paints, setting tables and general clean-up duties. If the concept of teacher aide is valid, perhaps the aide should be involved in all classroom activities.

However, if teacher aides are to be involved in the total classroom process of working with children, small group tasks, one-to-one relations, assisting in the development of curriculum, assisting in the planning of the daily schedule, assisting in organizing the physical arrangement of the classroom, and helping to maintain a quality program, it would be difficult for one to differentiate between the regular

⁵Gartner, Alan, New Careers Development Center. "Do Paraprofessionals Improve Human Services: A First Critical Appraisal of the Data." School of Education, New York University, June, 1969, p. 15.

teacher and the teacher aide. Therefore, having the teacher aide involved in the above tasks would indicate that teacher aides have some of the same qualities as a teacher. With three staff persons in the Head Start classroom---teacher, teacher aide and a volunteer--the ratio of adults to children is one to five. If classroom and program responsibilities are delegated to staff members (teacher aides) other than teachers, teacher aides might be far more effective (see Appendix I

Under the Office of Economic Opportunity Act of 1964, Head Start was created to assist communities in financing Child Development Centers for children of limited opportunities at the preschool level. While enrolled in the program, the children are the recipients of benefits other than educational in nature. Included in the other components of the program are the Health Services, Parent Involvement, Volunteer Services, Social Services, and Community Action.⁶

The above components are equally important in meeting the needs of the children and their families. At least 90% of the children in Head Start come from low income families. Since the classroom component strives to meet educational needs, the other components strive to meet other needs affecting the children's lives. The nucleus of the Child Development Center is the classroom serving fifteen (15) children within each class. The classrooms are staffed by one teacher, one teacher aide and a volunteer. The national guidelines of Head Start specifically state that parents from the local programs be given preference for employment as nonprofessionals on the staff.

⁶Head Start Component: Economic Opportunity Act of 1964.

Programs in California, Minnesota, Indiana, New York, Colorado, Michigan, and Oregon indicate the effect upon pupil learning when using paraprofessionals in the public school classrooms. Studies from the programs showed that pupil learning, as measured by pre-test pairs using the Metropolitan Reading Readiness Test given at five month intervals to 234 children, was 50% greater in kindergarten classes with an aide than where there was no aide. The classes with an aide had an average total readiness gain of fifteen (15) points, from a pre-test score of forty-nine (49) to a post-test of sixty-four (64), compared with an average total readiness gain of ten (10) points for those classes with no aide.⁷ If further studies validate the effectiveness of teacher aides, colleges, universities and other training institutions should examine their programs of teacher education and certification process.

What, for example, are the functions of the teacher? How many of these functions require a four-year degree? What functions might be performed by an assistant teacher or a teacher aide with some guidance from the teacher or some other professional staff member?⁸

"Once having found meaningful intermediary roles within the range of functions performed by a teacher and an aide, what then should be the criteria for progression from one classification to the next?

⁷Gartner, Alan, New Careers Development Center. "Do Paraprofessionals Improve Human Services: A First Critical Appraisal of the Data." School of Education, New York University, June, 1969, p. 15.

⁸Head Start Career Development, Volume 1, Number 5 (February 1969), pp. 12-13.

Should a classroom aide be able to become a teacher aide based upon performance and time in service alone, or should there be an academic requirement as well?"⁹ Qualifications for nonprofessional positions should be drawn so as to attract persons with potential for growth. They must not eliminate persons with limited education or experience if such persons can make a showing of potential.¹⁰

Statement of the Problem

Head Start was organized as one of the programs to help win the war on poverty. It is a comprehensive program for the purpose of increasing opportunities for children of the poor by providing an environment in which each child has the opportunity to develop his full potential. As a very comprehensive program, it offers children in the ages from three (3) through five (5) from the low socio-economic status numerous programs and services heretofore unavailable. Through these services the child's development is presumably enhanced.

The major aspects of the teacher's role in the classroom include (1) Classroom Management; (2) Curriculum Development; (3) Preparing the Daily Schedule; (4) Utilization of Equipment and Materials; (5) Organization of the Classroom and (6) Classroom Discipline. For the most part, teacher aides will be involved at all levels of classroom responsibilities. Also, teacher aides can be most effective as a liaison

⁹ Ibid., p. 13.

¹⁰Office of Economic Opportunity Manual 6108-1, (September 1967), p. 13.

person with the parents and the community. Usually, the aides are local people and understand the background and community which the children come from.

In particular, the purpose of this investigation is to examine the extent to which teacher aides are utilized in nontrivial tasks in Head Start Programs. Moreover, the investigation has addressed the question; "How are teacher aides effective and how may they be used more effectively in the Head Start Programs?"

The role of the teacher aide has never been clearly defined; however, philosophically, there should not be much difference between teacher and teacher aide in Head Start programs. The major focus of this study was to investigate the utilization and effectiveness of teacher aides in the Child Development Centers. A selected list of activities was used to operationalize "utilization" and "effectiveness" of teacher aides in Head Start Centers.^{10a}

Prior to launching into national research projects, small scale or regional studies should be made. An intense regional investigation might provide greater depth into the area studied. It is hoped that the study has provided some basic data for developing criteria for use in assessing the utilization and effectiveness of teacher aides in Head Start Programs.

Limitations of the Problem

The study was limited to the education component of Head Start.

^{10a}Appendix I

Within this component, the investigation centered on the extent to which teacher aides were utilized in the classroom. Other major components--Health Services, Parent Involvement, Volunteer Services, Social Services, and Community Action--were not included in the study. Only Head Start Programs located in the Northeastern section of the country were involved. In particular, those states in New England--Maine, Vermont, New Hampshire, Massachusetts, Rhode Island, Connecticut and up-state New York were included. Also, no program from cities exceeding the population of 200,000 were included in the sample.

Scope of the Study

Since the inception of Head Start, June 1965, two major studies have been made attempting to measure the amount of cognitive and social growth that has taken place with the children or attempting to measure the total Head Start Project to see what impact, if any, it has made in its efforts to resolve some of the problems in the war on poverty.

First, the Westinghouse Study attempted to measure the extent to which first, second, and third grade children who had attended Head Start preschool programs differed in their intellectual and socio-personal development from comparable children who did not attend Head Start. The study involved assessment of children's language development, learning readiness, academic achievement, and attitudes toward school, home, peers, and society.¹¹

¹¹Westinghouse Learning Corporation, Ohio University, The Impact of Head Start: An Evaluation of the Effects of Head Start Experiences on Children's Cognitive and Affective Development. 1969.

Secondly, a survey was conducted on the lack of availability of equal educational opportunities in public schools at all levels in the United States. Of this study, Project Head Start was the subject of one of the special investigations carried out. An examination was conducted to determine the effects of Head Start on Black and white children who participated in the programs during the summer of 1965. The findings indicated that the children established warm relationships and that they in fact enjoyed school.¹²

Beginning with the summer of 1965, most of the personnel hired into the program were either regular school teachers with extensive teacher training or local community people with no training for working with young children. Local colleges or universities established pre-service programs that ran anywhere from one to two weeks in length, prior to the Head Start personnel working in the centers. These pre-service programs dealt with some very fundamental skills that people needed to know when working with children in a classroom setting. Since then, numerous training programs have been developed specifically for Head Start personnel. These programs are usually greater in length and cover material relevant to Head Start structure, philosophy and goals.

Significance of the Study

The achievement of Head Start depends on the quality of staff working with the various components. As a part of the guidelines, each

¹²Coleman, James S. and et al. Equality of Educational Opportunities. United States Department of Health, Education and Welfare, 1967. pp. 491-523.

program is required to submit a plan for Career Development and training of staff. This plan must be included in each year's proposal for refunding.¹³ The Department of Health, Education, and Welfare sees the job openings for program assistants to professionals, which is created or sustained by Head Start funding, as critically important in providing employment and developing opportunities for low income residents of Head Start communities.¹⁴

As was previously cited, Head Start mandated that certain positions within the program be filled by citizens of the poor community. By doing so, poor people are allowed to utilize to the limits of their capabilities, skills otherwise not drawn upon.

As local programs operationalize plans for continuous training of their staff, the programs, the assistants' families, and the communities reap benefits. These people not only become better parents, but more effective citizens in the communities where they live.

By effectively utilizing the teacher aides in the Head Start Centers, the operationalization of Career Development can be a pre-eminent means of breaking the poverty cycle.

¹³Office of Economic Opportunity Manual 6108-1, (September 1967), p. 18.

¹⁴Rainbow Series, "Career Planning and Progression," Booklet 10, (September 1967), p. 4.

C H A P T E R I I

REVIEW OF LITERATURE

There is very little that has been written on the role of teacher aides in Head Start programs. Documentation on teacher aides has been limited to programs or projects conducted in public school settings. Therefore, in reviewing the literature for supportive evidence, the source which paved the way for paraprofessionals was examined.

Federal Legislation. Various departments of the Federal government have done much in the way of passing legislation to provide a means for individuals to develop their potential. The following pieces of legislation have made it possible for employment of the unemployed poor as nonprofessionals in the area of human services. This was seen as a major deterrent to poverty.

Manpower Development and Training Act of 1962. Title I. Manpower Requirements, Development and Utilization. Section 101. "The Congress finds that there is a critical need for more and better trained personnel in many vital occupational categories, including professional, scientific, technical and apprenticeable categories; that even in periods during high employment, many employment opportunities remain unfilled because of the shortages of qualified personnel; and that it is in the national interest that current and prospective manpower shortages be identified and that persons who can be qualified for these positions through education and training be sought out and trained,

in order that the Nation may meet the staffing requirements of the struggle for freedom."¹⁵

Economic Opportunity Act of 1964. An act to mobilize the human and financial resources of the Nation to combat poverty in the United States. "The United States can achieve its full economic and social potential as a nation only if every individual has the opportunity to contribute to the full extent of his capabilities and to participate in the working of our society. It is therefore, the policy of the United States to eliminate the paradox of poverty in the midst of plenty in this Nation by opening to everyone the opportunity for education and training, the opportunity to work, and the opportunity to live in decency and dignity."¹⁶

Title II. Urban and Rural Community Action Programs. "The term 'community action program' means a program which provides services, assistance, and other activities of sufficient scope and size to give promise of progress toward elimination of poverty or a cause or causes of poverty through developing employment opportunities, improving human performance, motivation and productivity, or bettering the conditions under which people live, learn and work."¹⁷

¹⁵U.S. Code Congressional and Administrative News. 87th Congress, 2nd Session, 1962. West Publishing Company, St. Paul, Minnesota. Volume I, p. 29.

¹⁶U.S. Code Congressional and Administrative News. 88th Congress, 2nd Session, 1964. West Publishing Company, St. Paul, Minnesota. Volume I, p. 585.

¹⁷Ibid., p. 595.

Elementary and Secondary Education Act of 1965. An Act to strengthen and improve educational quality and educational opportunities in the Nation's elementary and secondary schools.

Title I. Financial Assistance to Local Educational Agencies for the Education of Children of Low-Income Families.

Section 201. "In recognition of the special educational needs of children of low-income families and the impact that concentrations of low-income families have on the ability of local educational agencies to support adequate educational programs, the Congress hereby declares it to be the policy of the United States to provide financial assistance (as set forth in the title) to local educational agencies serving areas with concentrations of children from low-income families to expand and improve their educational programs by various means (including preschool programs) which contribute particularly to meeting the special educational needs of educationally deprived children."¹⁸

Title I. Amendment to the Elementary and Secondary Education Act of 1965 and related amendments.

Section 106. Joint training programs for educational aides and professional staff. This section amends section 205 (A) of Title II, Public Law 81-874, to require local educational agencies to provide coordinated programs of training in which teaching professional and educational aides assigned to assist such professionals will participate when

¹⁸U.S. Code Congressional and Administrative News. 89th Congress, 1st Session, 1965. West Publishing Company, St. Paul, Minnesota. Volume I, p. 29.

such aides are utilized in improving educational opportunities of educationally disadvantaged children under such title."¹⁹

Part D. Section 144. Encouragement of use of auxiliary personnel. This section amends section 503 of the Act by inserting a new paragraph (7) describing programs and other activities to encourage the utilization and acceptance of auxiliary personnel (such as teacher aides) in elementary and secondary schools on a permanent basis.²⁰

Title V. Teacher Programs. The purpose of this part is to strengthen the educational opportunities available to children in areas having concentrations of low-income families and to encourage colleges and universities to broaden their programs of teacher education.²¹

Higher Education Act of 1965. An Act to strengthen the educational resources of our colleges and universities and to provide financial assistance for students in post secondary and higher education.

Higher Education Act of 1965 - Amendments. An Act to amend and extend Title V of the Higher Education Act of 1965. It is the purpose of this Act to coordinate, broaden and strengthen programs for the training and improvement of the qualifications of teachers and other educational personnel for all levels of the American educational system so as to provide a better foundation for meeting the critical needs of the Nation for personnel in these areas.²²

¹⁹Ibid., 90th Congress, 1st Session, 1967. p. 97.

²⁰Ibid., 90th Congress, 2nd Session, Volume II, 1967. p. 2795.

²¹Ibid., 89th Congress, 1st Session, Volume I, 1965. pp. 1272-73.

²²Ibid., p. 86.

Section 518 (a). The commissioner shall carry out during the fiscal year ending June 30, 1969 and the succeeding fiscal year, a program for making grants to states to enable them to support efforts of local communities experiencing critical teacher shortages to (1) attract to teaching persons in the community who have been otherwise engaged and to provide them, through short-term intensive training programs and subsequent in-service training, with the qualifications necessary for a successful career in teaching, and (2) obtain the services of teacher aides and provide them with the necessary training with a view to increasing the effectiveness of classroom teachers.²³

Section 520 (a). Any State which desires to receive grants under this subject shall submit to the commissioner, through its state educational agency, a state plan, in such detail as the commissioner deems necessary which--Part B under 2--Programs of such agencies to obtain the services of teacher aides and to provide them with the pre-service or in-service training they need to perform their duties as teacher aides.²⁴

Definitions of Paraprofessionals and/or Teacher Aides

Bennett and Falk say, "Teacher aides are essentially noncertified persons who directly assist the teacher in his instructional role."²⁵

²³U.S. Code Congressional and Administrative News. 90 Congress, 1st Session, 1967. West Publishing Company, St. Paul, Minnesota. Volume I, pp. 92-93.

²⁴Ibid., p. 94.

²⁵Bennett, William S. Jr., and Falk, R. Frank, New Careers and Urban Schools. Holt, Rinehart and Winston, Inc., New York, 1970. p. 3.

Human Service Aides - "Persons trained in New Careers programs to assume aide responsibilities and assist professionals in the delivery of human services."²⁶

Paraprofessionals - "Those persons who are not professional educators but who play a role in the school's instructional program."²⁷

Auxiliary Personnel - "Those persons or aides who work directly under the supervision of a professional who continues to be the responsible agent."²⁸

The Role of the Teacher Aide

Bennett and Falk see the role of the teacher aide expanding beyond the boundaries of conservative lines, which usually emphasize the menial and housekeeping tasks. Expectations for aides develop in close conjunction with the changing set of expectations that define the teacher role. Generally speaking, three dimensions usually emerge when conversing about the utilization of teacher aides. First, the teacher aide is viewed as one offering technical assistance to the teacher. Secondly, she is in a supportive role. That is, the aide is permitted to carry out supportive educational functions under the guidance and supervision of a certified teacher. The third dimension casts the

²⁶Steinberg, Sheldon S., and Fishman, Jacob R., New Careers: The Teacher Aide. New Careers Institute, Washington, D.C., October, 1968, p. iii.

²⁷A Position Statement - State Department of Education, Minneapolis, Minnesota. June 10, 1968.

²⁸Auxiliary School Personnel: Their Employment and Utilization. State Department of Education, Providence, Rhode Island. February, 1969, p. 5.

teacher aide in the role of supplementing the teacher. An aide possessing a unique singing ability would be viewed as supplementing a teacher.²⁹

The New Hampshire State Board of Education lists an Education Aide as a person who carries out routine tasks that do not directly involve educational processes normally assigned to the certified professional individual. The board specifies that all functions be performed under the direction of a certified person.³⁰

What is a teacher aide? She is many things. She does provide a lap to sit on, but she does much more. She provides an extra pair of hands that helps with the many chores that are an integral part of teaching. She provides the extra measure of personal warmth that gives rise to satisfaction for the child who might not have been heard if she were not there. She supplies the extra pair of eyes and ears that add to the teacher's store of knowledge about her children. She is the bridge between the instructional program and her own community.³¹

Duties and Responsibilities Assigned to Teacher Aides. Categorically, tasks performed by teacher aides generally fall into the areas listed below:

Housekeeping Duties

1. Preparing paint and chalk supplies
2. Obtaining supplies from the storage room
3. Checking for good lighting, ventilation, and seating arrangements
4. Preparing play dough
5. Putting out playground equipment

²⁹Op. cit., Bennett, William S. Jr., and Falk, R. Frank, pp. 32-35.

³⁰Educational Personnel Manual, State Board of Education, New Hampshire. September, 1970. p. 39.

³¹Hornburger, Jane M. ... So You Have An Aide. Wilmington, Delaware. Title I Program, September 1970, p. 13.

6. Putting out cots for rest periods
7. Taking children to and from the washroom
8. Helping children take off and put on outdoor clothing
9. Helping tie shoes
10. Helping to wash hands before lunch and after toileting
11. Sitting at the table to help children and talk with them
12. Helping to set up food and helping children to eat when necessary
13. Helping children get ready for naps and sitting next to the child who has trouble relaxing
14. Sitting in the nap room while the children are sleeping
15. Helping children put blocks away
16. Cleaning up after children have painted or played with clay
17. Cleaning up after children have had juice or lunch
18. Putting outdoor equipment away
19. Participating with the children in playground games
20. Escorting children to the library
21. Helping with the mechanics of a field trip, i.e., helping children board the bus, opening doors, or taking children to the restrooms
22. Procuring audiovisual material and other materials from the school's resource room

Instructional Duties

1. Taking charge of the class for short periods of time during the teacher's absence
2. Taking charge of the class as a whole while the teacher is working with a smaller group of children
3. Supervising hallways, lavatories, and the lunchroom
4. Supervising recreation periods
5. Supervising field trips and buses
6. Helping children with reading
7. Helping children with spelling
8. Helping children with arithmetic
9. Helping children with word recognition
10. Giving assistance in following instructions
11. Assisting in the development of special classes, i.e., art, music, and educational and recreational play
12. Reading stories to the children
13. Making materials to aid fast and slow learners
14. Working with children who have been absent
15. Helping children in search of materials related to their work
16. Helping children organize games and sports
17. Assist teachers in the use of equipment - AV
18. Assist teachers in reading and evaluating children's work
19. Assist teachers during laboratory assignments

Clerical Duties

1. Taking attendance
2. Keeping the roll book
3. Keeping health records up to date
4. Assisting in the School's office-sorting and filing
5. Filling out library cards
6. Preparing seating charts
7. Helping children arrange bulletinboards
8. Grading papers with teacher's key
9. Preparing duplicating materials
10. Requisitioning materials from the supply room

Mechanical Duties

1. Operating the Movie projector
2. Operating the slide projector
3. Operating the duplicating machine
4. Operating the tape recorder
5. Operating the phonograph player

General Responsibilities

1. Making home visits
2. Attending staff meetings
3. Attending parent meetings
4. Support the staff in their efforts^{32, 33}

Statutes Governing Auxiliary Personnel

Generally speaking, there are few state regulations, as such, governing the utilization of auxiliary personnel. However, there are policy statements that most states abide by; but the local school district has discretion in applying them.

³²Op. cit., Steinberg, Sheldon S., and Fishman, Jacob R. pp. 4-6.

³³Smith, B. Othanel, and others, Teachers for the Real World. Washington, D.C. American Association of Colleges for Teacher Education. July, 1969. p. 35.

Noncertified personnel are generally divided into three or four categories, with differentiated functions in each area as follows: (1) teacher aide - Helping a teacher in a classroom as needed under the direction and supervision of a certified teacher; (2) teacher assistant - Working with a teacher in planning and implementing classroom activities with less direct supervision of a teacher; and (3) teacher associate - Duties are similar to a student teacher with opportunities to initiate learning experience with children.³⁴

As of this writing, the state of Vermont did not have specific regulations regarding use of teacher aides. A draft edition of regulations governing all certified personnel had been issued for a hearing by the state board of education. Included in this draft were statements on certification of paraprofessionals. These statements indicated that there were four levels of entry for paraprofessionals and these levels carried with them different requirements. For instance, level I required a minimum of six (6) semester hours of academic work, whereas Level IV required a minimum of ninety (90) semester hours of academic work. Presently, a local district may use a noncertified person in any way that they choose, regardless of training with the exception that they cannot be solely responsible for a group of children.³⁵

The State Department of Education in New Hampshire differentiates their auxiliary personnel into four categories: (1) Educational Aide -

³⁴Op. cit., Bennett, William S. Jr., and Falk, R. Frank. p. 3.

³⁵Draft Edition, Policy Regulations, State Board of Education. Montpelier, Vermont. January, 1971. pp. 18-19.

A person who carries out routine duties that do not directly involve educational processes normally assigned to the certified professional individual; (2) Educational Assistant - A position just above that of the Educational Aide. It is a nonprofessional position which requires a high school diploma or its equivalent and one year of successful experience as an Educational Aide or an equivalent kind of experience and/or training; (3) Educational Associate - A nonprofessional staff member who has satisfactorily completed at least two years, or its equivalent of post-secondary education secured from an accredited institution; and (4) Educational Intern - A person formally preparing for certification as a professional educator. The above positions perform their duties under the supervision of a certified person.³⁶

The Massachusetts Teacher Aide Statute Section 38, reads as following:

The committee may hire instructional or administrative aides for assignments in laboratories and classrooms. An "instructional" or "administrative aide" as used in this section, shall be a person who does no actual teaching, but acts as an assistant to a teacher.

A statement of policy issued by the State Department of Education, in Connecticut, indicates that "a board of education may legally employ teacher aides to work under the general supervision of the superintendent of schools, and to assist teachers in such duties as:

1. Managing and maintaining records, materials and equipment
2. Attending to the physical needs of children, and

³⁶Licensing of Educational Personnel. State Board of Education, Concord, New Hampshire. September, 1970. pp. 39-40.

3. Performing other limited services to support teaching duties when such duties are determined and directed by teachers."³⁷

The Rhode Island State Board of Education recognizes the values of intelligent utilization of auxiliary school personnel and advocates that such personnel be employed by local and regional school districts in all phases of school operations in which it is feasible to do so to attain the following objectives:

1. to achieve greater efficiency in the educational process by relieving teachers and other certified personnel of the performance of tasks that do not require professional training;
2. to achieve greater effectiveness of the educational process by providing increased personal contact between pupils and school personnel and additional services helpful in furthering the goals of educational programs;
3. to provide greater opportunity for direct involvement of non-professional persons from the community in school affairs towards the end of increased cooperation between the school and the community it serves.³⁸

In 1969 the New York legislature enacted and the Governor signed a bill into law that created the category of "teaching assistant." This legislation permits the employment of individuals as instructional personnel under the supervision of a licensed or certified teacher.

The new requirements permit persons to be initially employed as teaching assistants provided they have graduated from high school, or possess a high school equivalency diploma or have been admitted to a regionally accredited or New York State registered college. Continued

³⁷Education Personnel Manual, State Department of Education, Boston, Massachusetts. Section 38.

³⁸Auxiliary School Personnel: Their Utilization and Employment. State Board of Education, Providence, Rhode Island. February, 1969. p. 23.

employment in this category requires that the teaching assistant engage in some appropriate study to aid them in developing their skills and knowledge.³⁹

The National Education Association adopted a resolution on paraprofessionals and auxiliary personnel during their assembly meeting in 1969. "The NEA urges local school systems to provide classroom teachers with a supportive staff who will free the teacher from certain nonteaching and routine duties so that he can perform more successfully the primary function of teaching each child. The Association also urges its affiliates and local school systems to become involved in the recruitment, orientation, and training of paraprofessionals and auxiliary personnel."⁴⁰

Research conducted by the American Federation of Teachers has caused this professional organization to adopt the following position on paraprofessionals:

That the AFT actively supports the use of both men and women of minority group background in paraprofessional positions; and be it further that the AFT continue to support a program to enable these men and women to participate in paraprofessional duties while improving their educational potential as fully trained and certified professionals in their own right.⁴¹

In addition to the statement on paraprofessionals, the AFT adopted a policy on services performed by aides in the classroom as

³⁹Personnel Policy Amendment. State Department of Education, Albany, New York. January, 1971.

⁴⁰Policy Statement. National Education Association. Washington, D.C. July, 1969.

⁴¹Policy Manual. American Federation of Teachers. Washington, D.C. August, 1968. p. 146.

following:

The use of paraprofessionals is becoming recognized in many of this nation's schools as a valuable supplementary and complementary force for this nation's teachers; therefore be it that the responsibility of paraprofessionals is to assist teachers by performing functions which are assigned and directed by these teachers, without infringing upon the professional responsibilities reserved for certified teachers."⁴²

New Careers. The terminology of New Careers is relatively new, but significant to programs that deliver human services. These programs provide opportunities for those individuals classified as poor, disadvantaged and living in impoverished areas in both rural and urban settings. Many of the people living in deprived communities are not able to meet the traditional standards for entrance into certain occupations, i.e., social work, teaching, nursing; however, they do possess a number of skills that could be utilized in human services. New Careers allows people to work and use their skills and to acquire new skills that will lead to advancement.

According to the theory of the program, a New Careerist has the opportunity to start at the highest job level his skills enable him to perform and advances as high as his abilities will take him through training and related formal education built into the job.⁴³

The Department of Health, Education and Welfare is committing time, staff and resources to the encouragement of New Careers programs at the local, state and Federal levels in both private and public human

⁴²Ibid., p. 147.

⁴³New Careers and HEW. Department of Health, Education and Welfare. Washington, D.C. February, 1970. p. 5.

service sector. The department is doing this because it recognizes that its own activities in health, education and welfare will work better when the New Career concept is applied. The human services sector of the economy are among the fastest growing. By the mid-1970's the projected need for health manpower will increase by 105%, that for education manpower by 95%, and that for welfare manpower 83% over current levels.⁴⁴ Since many of these services will have to be provided in the low income areas, it is likely that a number of the prospects will come from the target areas.

A question that always arises is: "Why New Careers?" New Careers provides a means of employment for people in low socio-economic areas and, at the same time, it delivers better human services to these people.⁴⁵

The Impact of Teacher Aides

There are currently about 200,000 teacher aides in the United States. The Parent Teacher Association magazine estimates that by 1977 the number may grow to 1,500,000. The bulk of the literature on the use of paraprofessionals in schools has focused upon their activities in the classroom, their selection, training, and the question of the effect of their use upon teacher activities and upon the aide himself.⁴⁶

⁴⁴Ibid., p. 4.

⁴⁵Ibid., p. 13.

⁴⁶Reissman, Frank and Gartner, Alan. "Paraprofessionals: The Effect on Children's Learning." The Urban Review, Volume 4, Number 2, October, 1969.

A study conducted for the United State Office of Education of all compensatory programs for the disadvantaged reported on between 1963 and 1968 found that of the 1,000 programs examined, only twenty-three were found to have yielded "measured educational benefits of cognitive achievement." Eleven of these involved the use of paraprofessionals.⁴⁷

In Greensburgh, New York, performances of second grade classes with an aide were compared with similar classes the previous school year which had no paraprofessional. The measuring instrument was the Metropolitan Achievement Test. The number of classes scoring above grade level increased from two to five and those scoring below grade level decreased from five to four. The achievement was attributed to the introduction of the teacher aides into the classroom.⁴⁸

Do teacher aides really free teachers time to teach? Or does supervising them make more trouble than it is worth? These questions were attempted to be answered by a study conducted by Central Michigan College. The results of a five year study indicate that teacher aides really do free teachers to teach. The activities conducted by teachers were measured by a stopwatch extensively before and after the teacher aides were hired into the program. During a two-year period when the aides were in the program, teacher had reduced the percentages of time allotted for routine duties. The following reductions were made: correcting papers - 89%; enforcing discipline - 36%; taking attendance -

⁴⁷Ibid.

⁴⁸Ibid.

76%; preparing reports - 25%; supervising the movement of children from class to class - 61%; and monitoring classes - 83%.

The newly acquired time was put to use in the following ways: preparation of lessons - time increase 105%; recitation - time increase 57%; preparing homework assignments - time increase 20%; and moving about from desk to desk for individual assistance - time increase 27%.⁴⁹

As a result of the growing need for educational dimensions, the public school system of Jackson, Michigan implemented a plan, on a limited basis, calling for the utilization of teacher aides in the kindergarten classes in the target schools. In the beginning the aides were limited in their classroom duties. However, as the role of the aide progressed, the program gained more substance, and subsequently more approval from the teaching staff in each building when the teachers began to realize the time-saving elements involved in having an aide in the classroom. It was estimated that the aide saves the teacher about one and one half hours per day.⁵⁰

Nearly half the teacher aide programs operating in large public schools are less than three years old. Using a sample of large districts a recent study showed that 40% of all such programs were started in 1965-66 school year and 36% between 1960 through 1964.

Most states do not have specific statutory provisions pertaining to teacher aides. Most operate under general legislative provisions for

⁴⁹Staffing for Better Schools. Title I Elementary and Secondary Act of 1965. U.S. Department of Health, Education and Welfare, p. 14.

⁵⁰Utilizing Teacher Aides in the Jackson, Michigan Public Schools." (unpublished) Jackson, Michigan. 1968. p. 2.

school operations. In many cases the question of legality has arisen: "Does a school district have the authority to expend public funds for the hiring of teacher aides in the absence of statutory authority?"

There appears to be a trend toward states taking some action in legislating statutes for teacher aides. Several states have specified precisely the purposes of teacher aides, i.e., lunch-period supervision (Washington and Massachusetts) and compensatory education programs (California).

For the most part, states utilizing teacher aides have issued a policy statement on their limitations. Since most states do not have regulations governing the use of teacher aides, school districts should be concerned with the kinds of authorizations they invest in teacher aides. State certifications specify minimum qualifications for teacher regulations and since aides are not certified, the system could jeopardize state funds if students are permitted to spend time alone with aides for instructional purposes.⁵¹

Literature seems to provide supportive evidence of the many states to legitimize the teacher aide position. In fact, steps have been taken to delineate teacher aide responsibilities that are not in fact perfunctory. In the words of Blessing, "Many projects and reports coming out of general education, e.g., Head Start and Title I of PL 89-10 are suggesting that an aide in a classroom can relieve the teacher

⁵¹Alexander, S. Kern. "What Teacher Aides Can--and Cannot--Do." Nation's Schools. 82: Volume 46, August, 1968. pp. 23-25.

of a tremendous amount of work and facilitate the professional task of the instructor."⁵²

In the report of the President's Panel on mental retardation (1962) it was pointed out that only about 250,000 of the nation's 1.25 million school age retarded children were enrolled in special education programs in public schools. The report also indicated that there was a need for 55,000 qualified personnel for special education. However, during this period (1962) only about 500 new teachers were being graduated from schools as qualified special education teachers.

Feasibility studies of using teacher aides in special education were conducted by Cruickshank and Haring (1957) and Dunn and Smith (1965). Both studies used assistants for teachers in the following classroom settings: (1) integration of blind children into regular kindergartens; (2) placement of gifted children in heterogeneous classrooms and (3) special classes for mentally retarded children.

The criteria for aides were considerably high. Most did not meet the criteria. "Results reported, while highly subjective, generally favored the use of teacher assistants in the special education classrooms. All of the nineteen teachers who had totalled or shared responsibility for a teacher assistant reported they were able to do more creative planning, provide more materials, give more individual

⁵²Blessing, K. R. "Use of Teacher Aides in Special Education: A Review and Possible Applications." Exceptional Children. Volume 34, October, 1967. pp. 107-113.

attention to the children, and in general, increase the quality of their instruction."⁵³

The environment for young people to grow and develop must be conducive for such things to occur. In particular, the pupil-adult ratio should be small. In this setting the teacher aide assumes a major responsibility in helping to enhance the development of young children. A teacher aide can be paid staff or a volunteer. For the most part, she usually resides in the neighborhood where she works. She must be a person who has relentless patience with young children, because of the endless questions they ask. She must be willing to learn how children grow and develop their intelligence. "A teacher aide does not assume the role of teacher in a professional sense; but by being present and relating to children, she is bound to transmit ideas, feelings, habits and skills that become a part of the behavioral repertoire of children."⁵⁴

The responsibility of the teacher aide's growth, both individually and as a classroom person, must be assumed by the professional people she encounters in her daily work. This can be done by preservice and on-going-inservice training.⁵⁵

A project conducted by the North Carolina Department of Public Instruction, was jointly sponsored by the North Carolina Board of

⁵³Ibid.

⁵⁴Bruner, Catherine. "A Lap to Sit On - and Much More!" Childhood Education. Volume 43, September, 1966. p. 20.

⁵⁵Ibid., p. 22.

Education and the Ford Foundation to improve teaching and learning within the primary grades with special emphasis on language arts and arithmetic.

The Comprehensive School Improvement Project (CSIP) relied a great deal on the efforts of local school systems to plan and evaluate their programs with support services from state university consultants. Included in the planning were such innovations as team teaching, non-graded classes, teacher aides, and the use of more diversified classroom materials and audio-visual media.

For the 900 teachers and 25,000 primary children engaged in North Carolina's CSIP, the use of teacher aides had been a highly successful and beneficial experience. Results obtained from interviews and responses to a questionnaire, indicated the existence of a strong favorable attitude by participating teachers, principals, supervisors and superintendents toward the involvement of aides as adjunct members of an instructional team.⁵⁶

As a result of Federal monies, it was estimated that some 10,000 new paraprofessionals or auxiliary personnel, such as teacher aides, guidance aides, teacher clerks, and the like have inundated the American public school scene. Funds under the Title I of ESEA made much of this possible.

These funds were primarily directed towards attacking the perennial and devastating national problem of poverty. As such, poverty had many, many negative affects on human resources. As one among many federal programs ESEA provided a means of employing many people from the low income communities.

⁵⁶Emmerling, Frank C. and Chavis, Kanawha, Z. "Innovations in Education 'The Teacher Aide.'" Educational Leadership. Volume 24, November, 1966. p. 180.

Auxiliary personnel were viewed as a means of providing a significant increase in the student-adult contacts. In cases where the contact required a highly professional skill, the teacher undertook the task whereas other adults, the aides, worked with larger groups under the supervision of the professional team leader.⁵⁷

Professionals in other learned areas have assistants to relieve them of tasks that can be handled by people under their supervision or guidance. Lawyers have legal clerks and secretaries, doctors have technicians and nurses, college professors have teaching and graduate assistants, but up to now teachers have had only themselves.

There are numerous classroom functions that could be handled by a subprofessional under the guidance or supervision of a professional teacher. The employment of these assistants, for the teacher, would permit for more effective use of professional teachers and increase the school's resources.⁵⁸

Low-income areas have benefited most from the use of subprofessionals in the schools. The majority of subprofessionals have been drawn from low-income people, working under various programs to help eliminate poverty.⁵⁹ During the summer of 1966, some 46,000 aides were

⁵⁷Johnson, William H. "Utilizing Teacher Aides." Clearing House. Volume 42, December, 1967. pp. 229-233.

⁵⁸Rioux, William J. "At the Teacher's Right Hand." American Education. U.S. Department of Health, Education and Welfare - Office of Education. Washington, D.C. December/January, 1965-66. pp. 5-6.

⁵⁹Ibid.

utilized in preschool programs throughout the country.⁶⁰ How should assistants be used? Some suggested areas for using teacher aides are listed as following:

1. Assisting as a teaching team member
2. Monitoring study centers
3. Managing audiovisual equipment
4. Assisting of field trips
5. Helping on playgrounds
6. Helping school nurses and doctors
7. Advising case workers and gathering information
8. Strengthening school-community relations
9. Assisting the preschool program
10. Counseling assistant

Teachers perform every function in a classroom from A-Z. Under the teaching umbrella falls many roles--handyman, clerk, accountant, bookkeeper, housekeeper, librarian, etc. It is no wonder that children don't get the necessary attention they need. A practical solution to the problem was to employ nonprofessional teacher aides.

The Reed Union District in Belvedere-Tiburon, California implemented a team teaching plan. In their model, teacher aides were utilized to handle duties classified as general, housekeeping, and clerical. By handling these duties, in addition to having contact with the children's

⁶⁰ Ibid.

parents, the teachers were able to devote for more time to the actual teaching process.⁶¹

Teacher aides have been janitors, clerks, playground policeman and hall monitors, among other things. Some school administrators have found other ways to utilize the aides i.e., taking attendance, marking papers, and duplicating materials. Because aides are usually respected members of the community, school-community relations are often strengthened. While most districts that hire aides applaud their performance, some elementary school districts criticize the programs on three accounts: (1) difficulty getting substitutes during their absence; (2) disciplinary problems; and (3) lack of time for preservice and in-service training. Some administrators feel that the regular teachers do not have the time to spend in preparing the aide in her duties; although, most programs using teacher aides have proven that they are an asset to the learning situation. That is, teachers are provided with more time to work with individual children who need the assistance.⁶²

In Duluth, Minnesota, the opportunity to employ teacher aides under Title I of the ESEA Act of 1965, caused many administrators to ask themselves this question: "Should teacher aides be more than clerical aides?" That is, should a properly trained teacher aide be able

⁶¹Pino, Edward C. "Teacher Aides Are 'In'." Grade Teacher. Volume 83, Number 9, May/June, 1966. pp. 183-185.

⁶²Cutler, Marilyn H. "Teacher Aides are Worth The Effort." The Nation's Schools. Volume 73, April, 1964. p. 237.

to perform limited instructional tasks under the general supervision of the classroom teacher?

The primary purpose of teacher aides is to increase the effectiveness of the teacher in the classroom. If a plan is to be developed for the use of teacher aides, it is important to determine the nature of the duties to be performed.

The prospects of having noncertified personnel encroach upon the prerogatives of the regular teaching staff became a cause for legitimate concern. Before deciding that any work which consisted of assisting with the teaching function was taboo for teacher aides, administrators began to examine what it was that teacher education programs uniquely qualified certified teachers to do.⁶³

As schools become interested in fitting staff-utilization concepts to their own particular situations, the question usually arises: should they use teacher aides? And if so, what sorts of things should aides do and what kinds of people should they be? The aide function fits most beneficially into a team-teaching situation, but aides can also be of immeasurable help when assigned to: (1) teachers operating singly within a department, or (2) a physical facility, such as a language laboratory, a material or equipment center or even a study hall.

The aide is neither a clerk nor a certified teacher, though she will do considerable typing and some teaching. She is supervised but also performs as a supervisor dealing directly with students. Since an

⁶³Esbensen, Thorwald, "Should Teacher Aides Be More Than Clerks?" Phi Delta Kappan. Volume 47, January, 1966. p. 237.

aide must be able to handle many kinds of assignments, the question of aide training seems to emerge every so often.

Most professionals feel that aides should have some college background prior to working with young children. A good general information background and some degree of intellectual maturity seem most appropriate if this person is to understand and contribute to the classroom setting. In short, aides appear the likely catalyst to assist teachers in maximizing their effectiveness.

A successful aide must be able to work with all kinds of people, but in particular, she should possess an appreciation for young children.⁶⁴

One of the earlier programs experimenting with teacher aides was conducted in Bay City, Michigan. The study was to ascertain the feasibility of using persons having less than professional skills to perform the nonteaching functions in the school. The study was conducted in two sessions. The first part was a systematic study of how teachers were using their time. This was done by having people time each thing teachers became engaged in during the course of a day, over a lengthy period of time. The second part of the study was to experiment with teacher aides performing the nonteaching tasks.

The study showed that on the average 26% of the teacher's time was spent in nonteaching functions. It further indicated that nonprofessionals could perform the tasks of nonteaching functions. The aides

⁶⁴Thomson, Scott D. "The Emerging Role of the Teacher." Clearing House. Volume 41, Number 6. February 1967. pp. 326-328.

were liked by the students, teachers and parents. Moreover, according to the data the plan increases somewhat the effectiveness of the professional staff in the classroom.⁶⁵ Further findings seemed to indicate that more effective learning does take place even in larger classes, if the teacher has an assistant.

Much has been written about the Bay City plan. However, "The staff of the Bay City Public Schools feel that neither the over-zealous claims nor the severe criticisms represent a true picture of the real Bay City Teacher Aide Experiment. We are generally agreed that the Teacher Aide Program has been successful in meeting our particular Bay City needs."⁶⁶

The goals of the teacher aide program are to provide for more child-adult contacts within the classroom setting; to relieve the teacher of routine clerical duties, thus allowing for more individualized instruction; to improve communication between the home and school by involving people indigenous to the community; and to improve part time employment for capable adults from the school community.⁶⁷

An opinion-type questionnaire, distributed by Educational Research Services, asked teachers in the New York school system if they anticipated any change in their teacher aide program. The overwhelming

⁶⁵Park, Charles B. "The Teacher Aide Plan." The Nation's Schools. Volume 45, July, 1955. p. 45.

⁶⁶Feeney, James M. "The Teacher Aide Program: After Ten Years." (Unpublished report), Bay City Public Schools, Bay City, Michigan. 1966.

⁶⁷Shipp, Mary D. "Teacher Aides: A Survey." The National Elementary Principal. Volume 46, Number 6, May, 1967. pp. 30-33.

majority of those venturing to comment on the questionnaire indicated that, if at all possible, there should be more aides in their system. These responses were due to the positive effect that the teacher aides had on the learning situation.

The teacher aide is becoming a recognized person on the elementary school scene, and the time has come for the teaching profession and school administrators to realize the potential of aides and to establish provisions for their employment, training and utilization.⁶⁸

During the school year 1965-1966 in 217 school systems enrolling 12,000 pupils or more, 44,351 teacher aides were employed. In these 217 systems were 396,028 teachers and 10,181,182 pupils at all levels in the school program. About three-fourths of the school systems used only paid aides, and about one-fourth had both paid and volunteer aides in their schools; only two systems, or less than 1% of the total, used volunteer aides alone. Of the total number of aides 29,995 or 67.6% were paid and 14,356 or 32.4% were volunteers.⁶⁹

A program using teacher aides in the Minneapolis School System initially started with 200 aides, but has since expanded to having more than 700 aides in approximately one half of the schools in the system. The system has since committed itself to the institutionalization of aides as permanent members of the staff; support of local and state

⁶⁸Ibid.

⁶⁹"Teacher Aides in Public Schools." National Education Association Research Bulletin. Volume 45, Number 2, May, 1967.

funds to support the program; and permanent employment after completing two years of college.⁷⁰

"Teacher aides in the Minneapolis Public Schools and schools throughout the state of Minnesota are permitted to engage in any school activity that is sanctioned by their professional staff supervisor. This includes activities that are commonly described as instructional. The Minnesota State Department of Education has adopted guidelines which clearly spell out this authority."⁷¹

A study initiated to obtain data on systems using teacher aides throughout New England was conducted by the New England Educational Assessment Project. The findings indicated that teacher aides (95%) have at least a high school diploma, the majority of those who participated in the study (1,399 or 81%) were aides in an elementary school and that their salary was less than that of a substitute teacher; 14% held a degree and 29% had a minimum of one year of college training.⁷²

As the result of a teacher being dismissed from Temple City, California school district, the superintendent, Jack Rand, began to examine the hypocrisy of the generalist, far removed from the teaching scene, dismissing the specialist.

Most teachers do not approve of this method, which is evident by the fact that 60% leave within a period of five years. In recent years, teacher strikes and work stoppage are carried out as a protest for lack of a voice in decision-making affecting the teaching profession.

⁷⁰Auxiliary School Personnel Program, "A Status Report." (Unpublished.) Minneapolis, Minnesota. January, 1969.

⁷¹Ibid.

⁷²Teacher Aides in the Classroom. New England Educational Assessment Project. Title V, Section 505, ESEA. November, 1967.

As a result of the opinion voiced by the teachers, a proposal for a development grant was awarded to the district from the Kettering Foundation.

A completely new comprehensive plan for reorganizing the system was developed by a community of teachers and administrators. The heart of the plan was differentiated staffing and flexible scheduling. The new staffing pattern was composed of seven levels: three for non-certified personnel and four for certified personnel.

"The paraprofessional levels--which include such positions as teacher aide, resource center attendant lab assistant--were needed, the teachers felt, to relieve them of the hated trivia that took up so much of their day."⁷³

In this project, the intent was, partly to have paraprofessionals begin to develop and move up in various levels of the differentiating staffing pattern and maximize utilization of staff with teacher aides being an important element in the total picture.⁷⁴

The NCTEPS views auxiliary personnel as meaningful and challenging to school systems of today. The complexity of school has changed significantly. Our society has expanded as such to make many demands upon the teachers and schools of today. With such innovations as individualized instruction, expanded curriculum, team teaching, flexible scheduling, large and small group seminars, the staffing patterns of schools must change to meet these demands.

By utilizing auxiliary personnel, teachers are freed to spend

⁷³Connors, Joy. "Building a Career Ladder." American Education. Volume 5, Number 2. (February, 1969). pp. 15-17.

⁷⁴Ibid.

more time doing a professional level of work. Differentiated staffing not only provides teachers with the opportunity to do more teaching, but it also assists in bridging the gap between school and community, since most auxiliary personnel are indigenous to a community.

Who are auxiliary personnel? "Auxiliary school personnel or teacher aides are people brought into the schools to assist teachers in educating children and youth."⁷⁵

These people are not considered as replacements for teachers, but as a way of enhancing the learning opportunities for children. How they are used is usually determined by local school systems.

Much of what goes into an auxiliary program can only be established by the school system itself. Administrators and teachers should assess the various kinds of tasks that are performed in the classroom. These should be sorted in categories i.e., teaching and nonteaching tasks. Based upon the assessment, a decision could be rendered as to whether or not there is a need to establish an auxiliary program.⁷⁶

The existence of many teacher aides came into being during the year of 1965-1966. The majority of these aides were found in public schools as the result of the federal government appropriating funds under the ESEA. In 217 school systems enrolling 12,000 pupils or more, 44,351 teacher aides were employed. In these 217 systems were 396,028 teachers and 10,181,182 pupils at all school levels.

⁷⁵The National Elementary Principal. Volume 46, Number 6. May, 1967. pp. 6-12.

⁷⁶National Commission on Teacher Education and Professional Standards. "Auxiliary School Personnel." NEA. 1967.

Seventy-five percent of these aides were paid staff, while the other 25% were volunteer aides. The following table indicates the levels where these aides were placed.

<u>Level</u>	<u>Paid Aides</u>	<u>Volunteer Aides</u>
Preprimary & Kindergarten	21.3%	26.3%
Primary	16.8%	16.9%
Upper elementary	29.3%	25.5%
Junior high school	16.5%	16.8%
Senior high school	16.1%	14.5%
	<hr/>	<hr/>
TOTAL	100%	100%
Number of aides reported	29,995	14,356

Salaries of aides vary greatly. Usually they were paid on an hourly basis. Since there is no uniformity in the backgrounds of teacher aides, this was a factor in establishing criterion for payment. It was reported that out of the 217 systems, 129 paid the teacher aides at an hourly rate. The average hourly rate was \$1.83.

Duties, educational requirements, selection and training, were determined by each system based upon local needs.⁷⁷

Auxiliary personnel, aides, helpers, school cadets, are among the names that are used for the new breed of people that have emerged on the educational scene in recent years. They are viewed as necessary help to relieve the teacher of the many nonteaching functions in the classroom.

These aides are usually women. Many are women who have retired from teaching, married with no teaching responsibilities, or who want to be of some assistance to the local school district.

⁷⁷NEA Research Bulletin. Volume 45, Number 2. May, 1967. pp. 37-39.

Many communities throughout the state of Massachusetts have developed a teacher aide program, and evidence indicated that others are planned for the future. Local districts rely on government funds to implement the programs. Communities have been placed with the results of teacher aide programs. However, they quickly indicate "that employing a teacher aide is not the answer to overcrowded classrooms, but rather the aide should be a bonus to teachers with desirable class sizes."⁷⁸

The concept of having teacher aides in the classroom was given considerable thought some years ago. The author, as far back as 1942, indicated that teachers should have helpers in checking seat work, supervising study and plan periods, assisting in projects, doing some drill, and working in a myriad of patterns to assist the teacher who had extremely large classes.

At the time of the writing, people in the field of education were reluctant to even consider the thought of having someone less qualified than a teacher working in a classroom with children.

After years of writing articles and many lectures on assistants for the teachers, educators began to take note and started pilot projects utilizing aides on a limited basis. Using the aides proved to be educationally sound. Teachers were relieved of the many nonteaching functions that are part of the daily classroom routine.⁷⁹

⁷⁸Kilroy, William J. Jr. "Bonus in the Classroom." Massachusetts Teacher. Volume 45, Number 9. (May, 1966). pp. 14-15.

⁷⁹Deacon, John. "What They Say About Teacher Aides." The School Executive. Volume 77, Number 4. December, 1967. pp. 59-60.

A series of investigations were conducted by staff members of the George Peabody College in 1957 to test the usefulness of clerical help for classroom teachers. The investigations were done in four areas as follows: Communications - communications is viewed as one of the critical variables in the teaching process, therefore, improved communication between teacher and pupil will improve the overall teaching processing; records - teachers must have a systematic way of keeping up-to-date records on each pupil; preparation of materials - secretarial service could relieve the teacher of the task of writing or duplicating materials for dissemination; and individualizing instruction - by expediting the process of producing instructional guides for students, secretarial service would allow teachers to re-adjust their teaching practice and make possible an increase in individualized teaching.

Data from the investigations clearly indicated that while secretarial services provided no evidence of significant gains in educational achievement by classroom groups, there were many instances of marked individual progress.

Teachers who participated in the studies stated that they were able to utilize their professional skills more abundantly and effectively with the released time provided by the secretarial help.⁸⁰

The above review of literature on teacher aides and/or paraprofessionals supports the premise that little or no documentation has been written on teacher aides in the Head Start Centers. All of the above

⁸⁰Turney, David T. "Secretarial Help for Classroom Teachers." Education Digest. Volume 28, Number 4. (December, 1962). pp. 24-26.

studies have been conducted on a community basis or at best within a school system. Since Head Start has touched every state in the Union and therefore represents a major trend in the utilization of teacher aides, which has not yet been adequately assessed, a study of Head Start teacher aides and their utilization in the classroom may provide important data which would assist in planning and implementing more effective use of aides in the classroom. It could also help to influence state departments of education in determining legislation that would effect how teacher aides can best serve those individuals in our school system.

C H A P T E R I I I

PROCEDURE

Following a review of the literature on the utilization of teacher aides in similar classroom type situations, the investigator sorted through numerous listings of activities that teacher aides were responsible for carrying out. Many of the duties and/or responsibilities were limited for use in a public school classroom setting. Therefore, the list of activities that one would find a teacher aide involved in in a Head Start classroom would differ somewhat from those listed for a regular school situation.

In order to gather data for the study a questionnaire was developed oriented toward the utilization of teacher aides in Head Start Centers. Based upon observation of teacher aides in Head Start Centers combined with those activities listed in similar studies (see Appendix I) a list of classroom activities and functions was developed as a base for the structure of the questionnaire used in the study.

The questionnaire was field-tested by participants--staff and trainees--in the Head Start Leadership Development Program at the University of Massachusetts, former trainees, faculty members at the School of Education and a sample of Head Start Centers within the region. According to suggestions from the sample group, modifications were made where deemed necessary.

The pilot study proved to be invaluable for collecting the questionnaires. That is, experiences gained in distributing and analyzing

the questionnaires used in the pilot study provided useful insight for processing the questionnaires on a large scale. For instance, of the 100 questionnaires used in the field-test, ninety percent or ninety questionnaires were returned. Out of the 100 questionnaires, sixty were mailed out and forty were given to the others involved in the field test. Of the ninety returned, 63% or fifty-seven were mailed back while the 36 1/2% or thirty-three questionnaires were completed by the staff and/or trainees in the Head Start Leadership Development Program.

The questionnaire was the principle instrument used for collecting data for the purposes of this study. The population included teacher aides, teachers and Head Start Directors. The primary population was teacher aides, however. The population extended throughout much of New England--Maine, Vermont, New Hampshire, Massachusetts, Connecticut, Rhode Island and up-state New York.

This study was concerned with small cities and towns. That is, no city exceeding a population of 200,000 was included in the investigation. Moreover to validate the data from teacher aides, questionnaires were also sent to Head Start Directors and teachers. The focus of the questions was the same for all three groups. Each group responded to the question: "How are teacher aides being utilized in Head Start Programs?"

Each person participating in the study was sent a questionnaire by the way of the United States mail, with a cover letter explaining the nature of the study. Included in the mailing was a stamped self-addressed return envelope.

Information supplied by the Office of Child Development, Department of Health, Education and Welfare, report CH2026E, September 4, 1970, enabled the investigator to determine the number of Head Start Programs by individual states. Further information provided by the regional Office of Child Development, Boston, Massachusetts, gave a more precise breakdown of the number of programs within the New England states by CAA---Community Action Agencies---of which Head Start is a part. Information on the programs located in up-state New York was provided by the RTO---Regional Training Officer---located at Cornell University, Ithaca, New York.

The above information did not include individual names and addresses of those people who took part in the study. For the most part, the name of the program would be listed. Questionnaires were sent directly to Head Start Centers in care of the directors. (see Appendix II) Directors were instructed to have the appropriate staff members complete the questionnaires and to have them returned individually in the envelope supplied.

The experience of the pilot study dictated that perhaps the time span for questionnaires to be distributed should spread over several weeks. This allowed for the questionnaires to be processed in small groups as they were returning. Grouping was largely predetermined on the basis of information sought. The groupings included states and job classifications. This process enabled the investigator to do a preliminary screening of the kinds of data being returned. At the same time, the screening procedure was a step prior to analyzing the data through the process of a computer program. The power in this approach

was the fact that it provided the investigator with an opportunity to develop and manipulate a program suitable to process the entire population considered in the study.

The format of the questionnaire was such that its structure influenced the analyzing of the data. The format was designed to elicit data in the areas as follows: (1) a profile on each participant; (2) job related training; (3) classroom responsibilities of teacher aides; (4) career development within a center and (5) a set of opinion questions related to teacher aides and how they feel about their positions and classroom duties and/or responsibilities.

The data had to be transformed from the questionnaires to a computer program. The SPSS--Statistical Package for the Social Sciences--program was selected because of the various characteristics designed into its structure.

The SPSS is an integrated system of computer programs for the description and statistical analysis of social science data. The program is such that it contains routines for the preparation and editing of data and for the calculation and display of frequency and joint frequency distributions. The chi square test of significance will be used as appropriate.

The intent of this method of analysis was to provide data as follows:

To find the distribution of the responses to each question by job classification and state

To find the number and percentages of salary brackets teacher aides are in and the mode for those brackets

To compare salaries of teacher aides and teachers within states

⁸¹Conter, Robert H. et al. Statistical Package for the Social Sciences. University of Massachusetts. January, 1970. p. 1.

To check for dispersion of educational qualifications of teacher aides

To compare profiles across job classifications

To cross-tabulate responses to questions by positions

To cross-tabulate education, salary, and position for each group of responses. To the extent that it is appropriate statistical differences will be provided. The chi square test of significance will be used as the modus operandi. The range and statistical mean will be used whenever appropriate.

Because of certain variables not included on the questionnaire of teacher aides, problems arose when questions that were similar in nature were attempted to be analyzed simultaneously. Therefore, certain items had to be placed elsewhere and dealt with separately in the analysis of the data.

The set of opinion questions that each subject responded to was not included in the above method for analyzing the data. These questions had a Yes or No response to them. Moreover, there was space allotted to explain why they chose the answer they did.

Based upon the written information supplied with each question, the investigator established categories to help categorize and sort data from the statement. This information was tabulated by position and state. Analysis was done on the basis of distribution and the number of responses to each question.

The steps listed above were done to give the reader a review of the entire study. At the same time, the investigator attempted to enumerate the kinds of data the study generated. Report on the analysis of the data constitutes the bulk of Chapter IV.

C H A P T E R I V

ANALYSIS OF THE DATA

Introduction

At the beginning of the study, the intent was to examine how teacher aides were being utilized in Head Start Programs. As an anti-poverty program, Head Start highly recommends that the second paid staff member in centers be a low income person. The staff position is that of a teacher aide. With the majority of these positions being filled by low-income people, the investigator wanted to know to what extent were these teacher aides being utilized effectively. In order to operationalize effective utilization of teacher aides, a host of activities relevant to program operations within a Head Start Center were developed. If teacher aides were spending the major portion of their time involved in or performing those classroom and/or program functions listed in Appendix I according to the investigator, they (teacher aides) were viewed as functioning optimally.

To pursue this investigation, a questionnaire was structured to gather certain data (see Chapter III). Each segment of the instrument used in the study was viewed as being essential in terms of the type of data it was seeking to obtain. The selection of various components was to give a comprehensive picture of each subject. The subjects were Head Start directors, teachers and teacher aides. All components of the questionnaire will be discussed in detail.

Components of the Questionnaire

The questionnaires were divided into five components, namely, a profile section, job related training classroom responsibilities career development and a set of opinion questions. Below, the components are discussed in detail.

Personal profile. The profile section provided data that indicated the individual's sex and age. Included were the number of years respondents had been employed by Head Start; the number of years of schooling and college completed; and the present salary being earned in the program. In addition, information was provided as to whether or not respondents lived in the neighborhood where they were employed, and whom they were hired by in the Head Start program.

Job related training. This section allowed the investigator to procure information on the kind of Head Start training people received, prior to working in the center, and the nature of training they are receiving while on the job. Several questions were asked attempting to ascertain the relevance of both preservice and in-service training. The last two questions in this section requested that individuals list each course they had taken under supplementary training, and whether or not they had ever participated in a leadership development program.

Classroom responsibilities. The classroom component of the questionnaire was the major section. Here the attempt was made to list the kind of activities that are conducted in a regular Head Start Center. The activities ranged from general housekeeping procedures to specific teaching functions, i.e., reading and telling stories to children. Also

there were clusters of questions around curriculum development, planning, decision-making, teaching and other program activities.

Other questions in this component were indirectly related to classroom activities, but essential to the total operations of the program. That is, recruiting children, riding the bus, meeting with parents and/or various groups within the center, are seen as necessary in meeting the guidelines of Head Start.

Career development. Head Start has as one of its objectives a plan--career development--whereby staff, both professional and nonprofessional, can be trained and educated in the area of child development, and other program related areas. Questions in this section attempted to establish if centers had career development programs. If so, to what extent do people have the opportunity for advancement. Also, a series of questions dealing with evaluation was included in this area.

Opinion question. The final part of the questionnaire dealt with teacher aides, teachers and Head Start directors responses to a set of open-ended questions concerned with the welfare of teacher aides as members of the staff.

Due to the nature of the open-ended questions, they were not included in the computer program for analyzing. Based upon individual responses, a host of categories were established, whereby the investigator sorted out from the expository writings, answers, and placed them in appropriate categories.

Tabulation of the Data on the Profile Section

After all of the data had been tabulated, the following procedure

was outlined to analyze it. There were 101 variables to be examined. In order to analyze all 101 variables, the investigator discriminately grouped them as follows:

1. Profile
2. Training
3. Teaching Activities
4. Planning Activities
5. Program Activities (other than classroom)
6. Career Development
7. Opinion Questions

Data will be presented and discussed on the basis of the grouping of the variables.

Individual questionnaires were developed for each source of data, namely, Head Start directors, teachers and teacher aides. Moreover, the questionnaires were comparable by design. Certain variables that appeared on directors' and/or teachers' questionnaires did not appear on the teacher aides' questionnaires. Variable number 4 on the teacher's questionnaire and variables 4, 9, 10, 69 and 75 on the director's questionnaire were omitted because either they did not apply or were helpful in drawing inferences depending upon the director's responses, which will be analyzed in the data.

Questionnaires were distributed among 110 Head Start Directors, 400 teachers and 400 teacher aides. The distribution was between the states outlined in Chapter III. Data were tabulated on questionnaires returned by eighty-four directors or approximately seventy-six percent

of the total group of directors; 311 teachers or approximately seventy-eight percent of the total group of teachers; and 294 teacher aides or approximately seventy-four percent of the group of teacher aides.

A number of questionnaires--twelve directors, thirty-seven teachers and forty-one teacher aides--had to be eliminated since the respondents did not meet the only criterion. That is, each respondent should have been employed in the Head Start program at least one program year.

The following table represents a cross-tabulation of returns by position and state.

The next set of tables will show by state and position the number and percent of respondents by sex. The first table gives an overview of all subjects by position, irrespective of states. Data in this category support the notion that Head Start is heavily dominated by females at all levels of the program. Of 689 respondents, 638 or 92.6% are female, while the males represent fifty-one or 7.4% of the group studied. Of the fifty-one male respondents, thirty or approximately fifty-one percent were directors. Two-thirds or 66.7% of the remaining twenty-one males were teachers. The above data represent a ratio of 12.5 women for each male in the program.

When cross-tabulating position by age, 637 or approximately ninety-two percent of the respondents answered the question. Each age bracket was in a multiple of a five year spread. For instance, the bracket with the greatest number of responses was from 24-28 years of age. One hundred twenty-one or nineteen percent of the total group

Table 1

Cross Tabulation of Position by State

	MAINE	VERMONT	NEW			CONNECTICUT	RHODE		NEW YORK	TOTAL
			HAMPSHIRE	MASSACHUSETTS	ISLAND					
Number of Directors	13	2	2	15	4	11		37	84	
ROW Percent	15.5	2.4	2.4	17.9	4.8	13.1		44.0	12.2	
COLUMN Percent	20.0	5.4	9.5	7.0	22.2	13.9		14.5		
TOTAL Percent	1.9	0.3	0.3	2.2	0.6	1.6		5.4		
Number of Teachers	28	19	10	105	7	30		112	311	
ROW Percent	9.0	6.1	3.2	33.8	2.3	9.6		36.0	45.1	
COLUMN Percent	43.1	51.4	47.6	49.1	38.9	38.0		36.0		
TOTAL Percent	4.1	2.8	1.5	15.2	1.0	4.4		16.3		
Number of Teacher Aides	24	16	9	94	7	38		106	294	
ROW Percent	8.2	5.4	3.1	32.0	2.4	12.9		36.1	42.7	
COLUMN Percent	36.9	43.2	42.9	43.9	38.9	48.1		41.6		
TOTAL Percent	3.5	2.3	1.3	13.6	1.0	5.5		15.4		
COLUMN TOTAL	65	37	21	214	18	79		255	689	
TOTAL PERCENT	9.4	5.4	3.0	31.1	2.6	11.5		37.0	100%	

Table 2
Cross Tabulation of Position by Sex

	MALE	FEMALE	ROW TOTAL
Number of Directors	30	54	84
ROW Percent	35.7	64.3	12.2
COLUMN Percent	58.8	8.5	
TOTAL Percent	4.4	7.8	
Number of Teachers	14	297	311
ROW Percent	4.5	95.5	45.1
COLUMN Percent	27.5	46.6	
TOTAL Percent	2.0	43.1	
Number of Teacher Aides	7	287	294
ROW Percent	2.4	97.6	42.7
COLUMN Percent	13.7	45.0	
TOTAL Percent	1.0	41.7	
COLUMN TOTAL	51	638	689
TOTAL PERCENT	7.4	92.6	100%

Table 3
Cross Tabulation of Position by State by Sex

MAINE

	MALE	FEMALE	ROW TOTAL
Number of Directors	6	7	13
ROW Percent	46.2	53.8	20.0
COLUMN Percent	54.5	13.0	
TOTAL Percent	9.2	10.8	
Number of Teachers	2	26	28
ROW Percent	7.1	92.9	43.1
COLUMN Percent	18.2	48.1	
TOTAL Percent	3.1	40.0	
Number of Teacher Aides	3	21	24
ROW Percent	12.5	87.5	36.9
COLUMN Percent	27.3	38.9	
TOTAL Percent	4.6	32.3	
COLUMN TOTAL	11	54	65
TOTAL PERCENT	16.9	83.1	100%

Table 4
Cross Tabulation of Position by State by Sex
VERMONT

	MALE	FEMALE	ROW TOTAL
Number of Directors	1	1	2
ROW Percent	50.0	50.0	5.4
COLUMN Percent	50.0	2.9	
TOTAL Percent	2.7	2.7	
Number of Teachers	1	18	19
ROW Percent	5.3	94.7	51.4
COLUMN Percent	50.0	51.4	
TOTAL Percent	2.7	48.6	
Number of Teacher Aides	0	16	16
ROW Percent	0.0	100.0	43.2
COLUMN Percent	0.0	45.7	
TOTAL Percent	0.0	43.2	
COLUMN TOTAL	2	35	37
TOTAL PERCENT	5.4	94.6	100%

Table 5
Cross Tabulation of Position by State by Sex
NEW HAMPSHIRE

	MALE	FEMALE	ROW TOTAL
Number of Directors	2	0	2
ROW Percent	100.0	0.0	9.5
COLUMN Percent	100.0	0.0	
TOTAL Percent	9.5	0.0	
Number of Teachers	0	10	10
ROW Percent	0.0	100.0	47.6
COLUMN Percent	0.0	52.6	
TOTAL Percent	0.0	47.6	
Number of Teacher Aides	0	9	9
ROW Percent	0.0	100.0	42.9
COLUMN Percent	0.0	47.4	
TOTAL Percent	0.0	42.9	
COLUMN TOTAL	2	19	21
TOTAL PERCENT	9.5	90.5	100%

Table 6

Cross Tabulation of Position by State by Sex

MASSACHUSETTS

	MALE	FEMALE	ROW TOTAL
Number of Directors	6	9	15
ROW Percent	40.0	60.0	8.6
COLUMN Percent	54.5	5.5	
TOTAL Percent	3.4	5.2	
Number of Teachers	4	61	65
ROW Percent	6.2	93.8	37.4
COLUMN Percent	36.4	37.4	
TOTAL Percent	2.3	35.1	
Number of Teacher Aides	1	93	94
ROW Percent	1.1	98.9	54.0
COLUMN Percent	9.1	57.1	
TOTAL Percent	0.6	53.4	
COLUMN TOTAL	11	163	174
TOTAL PERCENT	6.3	93.7	100%

Table 7

Cross Tabulation of Position by State by Sex

CONNECTICUT

	MALE	FEMALE	ROW TOTAL
Number of Directors	2	9	11
ROW Percent	18.2	81.8	13.9
COLUMN Percent	28.6	12.5	
TOTAL Percent	2.5	11.4	
Number of Teachers	3	27	30
ROW Percent	10.0	90.0	38.0
COLUMN Percent	42.9	37.5	
TOTAL Percent	3.8	34.2	
Number of Teacher Aides	2	36	38
ROW Percent	5.3	94.7	48.1
COLUMN Percent	28.6	50.0	
TOTAL Percent	2.5	45.6	
COLUMN TOTAL	7	72	79
TOTAL PERCENT	8.9	91.1	100%

Table 8

Cross Tabulation of Position by State by Sex

RHODE ISLAND

	MALE	FEMALE	ROW TOTAL
Number of Directors	1	3	4
ROW Percent	25.0	75.0	22.2
COLUMN Percent	100.0	17.6	
TOTAL Percent	5.6	16.7	
Number of Teachers	0	7	7
ROW Percent	0.0	100.0	38.9
COLUMN Percent	0.0	41.2	
TOTAL Percent	0.0	38.9	
Number of Teacher Aides	0	7	7
ROW Percent	0.0	100.0	38.9
COLUMN Percent	0.0	41.2	
TOTAL Percent	0.0	38.9	
COLUMN TOTAL	1	17	18
TOTAL PERCENT	5.6	94.4	100%

Table 9

Cross Tabulation of Position by State by Sex

NEW YORK

	MALE	FEMALE	ROW TOTAL
Number of Directors	12	25	37
ROW Percent	32.4	67.6	14.5
COLUMN Percent	70.6	10.5	
TOTAL Percent	4.7	9.8	
Number of Teachers	4	108	112
ROW Percent	3.6	96.4	43.9
COLUMN Percent	23.5	45.4	
TOTAL Percent	1.6	42.4	
Number of Teacher Aides	1	105	106
ROW Percent	0.9	99.1	41.6
COLUMN Percent	5.9	44.1	
TOTAL Percent	0.4	41.2	
COLUMN TOTAL	17	238	255
TOTAL PERCENT	6.7	93.3	100%

fell into this category. Four hundred thirty or 67.5% of all respondents were thirty-eight years of age or less; 5.8% or thirty-seven subjects total the two extreme age groups. That is, these people are eighteen or less or fifty-five years and over. More teachers checked the 24-28 years of age category (59), than directors (13) or teacher aides (49). (See Table 10)

Respondents were asked to report the number of years they had been employed in the Head Start Program. As indicated by Table 11, the majority of the individuals, 351 or 51%, have been employed two years or less. Of the total group, thirty-six people or 5% chose not to answer the question. The following table includes a state representation of respondents by position. In addition, each position by state indicates the number reported, the number of years in the program by percentages and the number of missing respondents. (See Table 11)

With respect to the following variables, years of schooling completed and years of college completed, the percentage difference between teachers and directors varied very little. That is, seventy-eight directors to 297 teachers or 95.1% to 94.6% respectively completed twelve years of education. Teacher aides represented eighty-three people or 62.7% of 292 aides that completed high school. The total group represented 542 people in all positions or 80.8% having completed their secondary education.

The difference between positions changed remarkably at the college level of education. Of the directors, twenty-four or 31% had completed four years of college; whereas, 107 or 43.5% of the teachers

Table 10

Cross Tabulate Position by Age

AGE													
	18 or less	18-23	24-28	29-33	34-38	39-43	44-48	49-54	55 & over	Row Total			
Number of Directors	0	2	13	17	15	10	6	7	3	73			
ROW Percent	0.0	2.7	17.8	23.3	20.5	13.7	8.2	9.6	4.1	11.5			
COLUMN Percent	0.0	2.7	10.7	15.3	12.7	12.2	11.3	16.7	10.0				
TOTAL Percent	0.0	0.3	2.0	2.7	2.4	1.6	0.9	1.1	0.5				
Number of Teachers	1	44	59	34	46	41	25	19	14	283			
ROW Percent	0.4	15.5	20.8	12.0	16.3	14.5	8.8	6.7	4.9	44.4			
COLUMN Percent	14.3	60.3	48.8	30.6	39.0	50.0	47.2	45.2	46.7				
TOTAL Percent	0.2	6.9	9.3	5.3	7.2	6.4	3.9	3.0	2.2				
Number of Teacher Aides	6	27	49	60	57	31	22	16	13	281			
ROW Percent	2.1	9.6	17.4	4.4	20.3	11.0	7.8	5.7	4.6	44.1			
COLUMN Percent	85.7	37.0	40.5	54.1	48.3	37.8	41.5	38.1	43.3				
TOTAL Percent	0.9	4.2	7.7	9.4	8.9	4.9	3.5	2.5	2.0				
COLUMN TOTAL	7	73	121	111	118	82	53	42	30	637			
TOTAL PERCENT	1.1	11.5	19.0	17.4	18.5	12.9	8.3	6.6	4.7	100%			

Table 11

Years in Head Start

POSITION BY STATE	No.	YEARS					NR*
		1	2	3	4	5	
Maine							
Directors	13	46.2	30.8	23.1	0.0	0.0	
Teachers	28	28.6	42.9	21.4	7.1	0.0	
Teacher Aides	22	45.5	36.4	9.1	9.1	0.0	2
Vermont							
Directors	2	50.0	0.0	50.0	0.0	0.0	
Teachers	18	33.3	27.8	22.2	11.1	5.6	1
Teacher Aides	16	37.5	43.8	6.3	6.3	6.3	
New Hampshire							
Directors	1	100.0	0.0	0.0	0.0	0.0	1
Teachers	10	60.0	20.0	10.0	10.0	0.0	
Teacher Aides	8	37.5	37.5	12.5	12.5	0.0	1
Massachusetts							
Directors	15	40.0	13.3	20.0	13.3	13.3	
Teachers	103	38.1	14.3	9.5	19.0	19.0	2
Teacher Aides	87	32.2	24.1	12.6	13.8	17.2	7
Connecticut							
Directors	10	50.0	20.0	10.0	0.0	20.0	1
Teachers	27	44.4	22.2	14.8	14.8	3.7	3
Teacher Aides	34	38.2	17.6	23.5	5.9	14.7	4
Rhode Island							
Directors	4	75.0	25.0	0.0	0.0	0.0	
Teachers	6	50.0	33.3	0.0	0.0	16.7	1
Teacher Aides	6	50.0	50.0	0.0	0.0	0.0	1
New York							
Directors	35	34.3	20.0	11.4	20.0	14.3	2
Teachers	107	22.4	19.6	20.6	25.2	12.1	5
Teacher Aides	101	29.7	17.8	16.8	25.7	9.9	5
ALL DIRECTORS	80	40.5	19.0	11.9	10.7	11.9	4
ALL TEACHERS	299	30.9	20.6	16.7	17.0	10.6	12
ALL TEACHER AIDES	274	31.6	22.4	13.6	15.0	10.5	20

*NR -- No Response

had four years of college education. Teacher aides represented seven or 12% of fifty-eight aides having completed four years of college. Beyond the four year level, an additional thirty-three or 42% of the directors had completed the fifth and/or sixth year. Teachers in the same category represented another thirty-eight or 15% respondents. The majority of teacher aides forty-one or 71% had finished at least one year of college.

The numbers and percentages represent the responses from each position as follows:

Directors:	78 or 93%
Teachers:	251 or 81%
Teacher Aides:	58 or 16%

The data indicated that the above individuals have a minimum of one year of college to a maximum of six years of college.

Twenty-eight or 44% of the directors reported having a bachelors degree; twenty-one or 34% were at the masters degree; and fourteen or 22% indicated that they were above the masters degree. Teachers reported that 136 or 91% have a bachelors degree and the remaining fourteen or 9% were at the masters level. Seven teacher aides reported having completed four years of college. Twenty-one directors and 161 teachers did not respond to the question.

Seventy-one or 98% directors indicated that their degrees were in Early Childhood or Elementary Education. One director had a degree in Social Work and another director had a degree in Home Economics. Eleven did not respond. Of the teachers who responded (161) over 90%

had degrees in education at the primary or immediate levels. The other 10% were in other areas of learning.

The category for income had a range from \$3,600.00 or less to \$6,000.00 and over. Salaries of both teacher aides and teachers fell within these areas. Out of 282 teacher aides, 222 or 79% and out of 303 teachers, forty-eight or 16% were listed in the lowest salary bracket. Across the seven state region, 245 or approximately 87% of teacher aide respondents' earning are \$3,600 or less. Percentage wise the greatest number of teachers, 100 or 33% were in the \$6,000 and over category. The mean salary for teachers was between \$4,500-\$5,000 per year; whereas the mean salary for teacher aides was \$3,600 or less.

The salary range for Head Start directors was much greater than that of teachers and teacher aides. The spread was from \$5,000 to \$10,000 and over. Eighty directors reported their annual income. Of this number, eighteen or 23% were categorized in the \$5,000 bracket; while eighteen or approximately 22% were in the highest bracket of \$10,000 and over. The average salary for directors was between \$8,000 and \$8 500.

The following tables indicate the individual number of respondents by states and position. Included are the percentages of people listed under each income step. (See Tables 12 and 13)

Information provided as to whether or not directors, teachers and teacher aides lived in the neighborhood where they worked was as follows: of seventy-nine directors, thirty-seven or 47% indicated they lived and worked in the same neighborhood. Out of 301 teachers and 288 teacher aides, 138 teachers or 46% and 181 aides or 63%, reported similar information.

Table 12

Present Income As A Head Start Employee - Teacher, Teacher Aide

POSITION BY STATE	NO.	3600		4000-4500	4500-5000	5000-5500	6000		NR*
		OR LESS	OR LESS				& OVER	& OVER	
Maine	Teachers	28	21.4	10.7	17.9	7.1	7.1	35.7	
	Teacher Aides	24	100.0	0.0	0.0	0.0	0.0	0.0	
Vermont	Teachers	19	10.5	21.1	21.1	10.5	31.6	5.3	
	Teacher Aides	16	87.5	6.3	6.3	0.0	0.0	0.0	
New Hampshire	Teachers	10	40.0	0.0	0.0	20.0	30.0	10.0	
	Teacher Aides	8	100.0	0.0	0.0	0.0	0.0	0.0	
Massachusetts	Teachers	102	12.9	19.4	21.0	6.5	6.5	33.9	3
	Teacher Aides	91	90.1	6.6	0.0	1.1	2.2	0.0	3
Connecticut	Teachers	28	21.4	3.6	3.6	0.0	21.4	50.0	2
	Teacher Aides	33	69.7	12.1	3.0	9.1	6.1	0.0	5
Rhode Island	Teachers	7	28.6	14.3	28.6	14.3	14.3	0.0	
	Teacher Aides	7	85.7	14.3	0.0	0.0	0.0	0.0	
New York	Teachers	110	10.9	7.3	11.8	10.9	21.8	37.3	2
	Teacher Aides	103	71.8	15.5	8.7	3.9	0.0	0.0	3
ALL TEACHERS		303	15.8	10.3	13.8	7.4	17.7	32.5	8
ALL TEACHER AIDES		282	78.6	9.5	3.7	2.7	1.4	0.0	12

*NR -- No Response

Table 13

Present Income As A Head Start Director

POSITION BY STATE	NO.	5,000	6,000	7,000	7,500	8,000	8,500	9,000	9,500	10,000	OVER	NR*
		6,000	7,000	7,500	8,000	8,500	9,000	9,500	10,000	10,000	10,000	
Maine	13	38.5	23.1	0.0	7.7	0.0	0.0	7.7	0.0	23.1		
Vermont	2	0.0	50.0	0.0	0.0	0.0	0.0	0.0	50.0	0.0		
New Hampshire	2	50.0	0.0	0.0	0.0	50.0	0.0	0.0	0.0	0.0	0.0	
Massachusetts	15	20.0	0.0	0.0	0.0	0.0	0.0	13.3	13.3	53.3		
Connecticut	11	9.1	27.3	9.1	0.0	9.1	0.0	0.0	36.4	0.0		
Rhode Island	4	50.0	25.0	0.0	0.0	25.0	0.0	0.0	0.0	0.0		
New York	33	24.2	0.0	6.1	9.1	18.2	12.1	6.1	12.1	12.1		4
ALL DIRECTORS	80	22.8	9.5	3.6	4.8	10.7	6.0	6.0	8.3	22.6		4

*NR -- No Response

The hiring practices of directors, teachers and teacher aides varied tremendously across states. Of the seventy-six directors reported, 50% stated that they were hired by the current director and teachers, jointly. Out of 308 teachers, 135 or 44% disclosed the fact that they were hired by the Head Start director, whereas, 149 or 52% of the 287 aides that reported, indicated they were hired directly by the Head Start director. With respect to directors, teachers and teacher aides, 14%, 13% and 8% stated the fact that they were hired by the PAC.

The following table gives a comprehensive view of the hiring procedures being conducted throughout many Head Start programs. Across states, directors consistently play an important role in hiring both teachers and teacher aides. (See Table 14)

Teacher aides were asked a variety of questions concerning the kind of training they received prior to working as an aide in the Head Start Center. Several of the questions were applicable to teachers and directors, too. One hundred seventeen or 42% of the teacher aides reported having received some form of training. One hundred sixty-five or 53% of the teachers and twenty-four or 32% of the directors reported similar information. Moreover, the length of the training varied from one to six weeks. For teacher aides, the mean training time was 3.5 weeks with a standard deviation of 2.15 weeks and a range of five weeks. Training for teachers had a mean score of 3.5 weeks, with a standard deviation of 2.13 weeks and a range of five weeks. (See Table 15)

Table 14

How Were You Hired

POSITION BY STATE	NO.	CAA DIR	HS DIR	PAC	HS DIR	TEA & HSD	OTHER	NR*
Maine								
Directors	13	15.4	7.7	0.0	0.0	76.9	0.0	
Teachers	27	22.2	22.2	25.9	11.1	11.1	7.4	1
Teacher Aides	24	16.7	33.3	12.5	25.5	12.5	0.0	
Vermont								
Directors	2	50.0	50.0	0.0	0.0	0.0	0.0	
Teachers	19	0.0	47.4	15.8	31.6	5.3	0.0	
Teacher Aides	15	0.0	13.3	13.3	26.7	33.3	13.3	1
New Hampshire								
Directors	2	50.0	0.0	0.0	0.0	50.0	0.0	
Teachers	10	10.0	60.0	10.0	10.0	0.0	10.0	
Teacher Aides	9	0.0	55.6	11.1	0.0	22.2	11.1	
Massachusetts								
Directors	15	6.7	20.0	26.7	6.7	40.0	0.0	
Teachers	65	4.6	55.4	9.2	15.4	9.2	6.2	40
Teacher Aides	93	1.1	54.8	10.8	19.4	5.4	8.6	1
Connecticut								
Directors	9	11.1	11.1	11.1	0.0	66.7	0.0	2
Teachers	30	0.0	53.3	13.3	6.7	20.0	6.7	
Teacher Aides	34	5.9	47.1	5.9	8.8	5.9	26.5	4
Rhode Island								
Directors	4	0.0	0.0	50.0	0.0	50.0	0.0	
Teachers	7	14.3	14.3	42.9	28.6	0.0	0.0	
Teacher Aides	7	0.0	42.9	28.6	28.6	0.0	0.0	
New York								
Directors	31	16.1	0.0	16.1	12.9	54.8	0.0	6
Teachers	112	3.6	42.9	7.1	16.1	20.5	9.8	
Teacher Aides	105	2.9	65.7	2.9	14.3	9.5	4.8	1
ALL DIRECTORS	76	13.1	7.1	14.3	6.0	50.0	0.0	8
ALL TEACHERS	308	5.1	44.4	13.2	14.8	13.5	8.0	3
ALL TEACHER AIDES	287	3.4	52.4	7.8	16.3	9.2	8.5	7

*NR --- No Response

Table 15

Frequency of Training

	MEAN	MODE	S.D.	RANGE
Teacher Aide	3.5 weeks	6	2.15	5
Teacher	3.5 weeks	6	2.13	5

Table 16 indicates the frequency of in-service training that was being provided for directors, teachers and teacher aides. See Table 16 for results of the questions (variables 10 and 12) that preceded and followed the above one.

Table 16

Length of Training

POSITION	WEEKLY	BI WEEKLY	MONTHLY	QUARTERLY	OTHER	ROW TOTAL
Directors	48	30	0	0	0	78
ROW Percent	61.5	38.5	0.0	0.0	0.0	14.3
COLUMN Percent	28.2	41.1	0.0	0.0	0.0	
TOTAL Percent	8.8	5.5	0.0	0.0	0.0	
Teachers	59	30	91	26	29	235
ROW Percent	25.1	12.8	38.7	11.1	12.3	43.1
COLUMN Percent	34.7	41.1	45.5	66.7	46.0	
TOTAL Percent	10.8	5.5	16.7	4.8	5.3	
Teacher Aides	63	13	109	13	34	232
ROW Percent	27.2	5.6	47.0	5.6	14.7	42.6
COLUMN Percent	37.1	17.8	54.5	33.3	54.0	
TOTAL Percent	11.6	2.4	20.0	2.4	6.2	
COLUMN TOTAL	170	73	200	39	63	545
TOTAL PERCENT	31.2	13.4	36.7	7.2	11.6	100%

The total number of directors, teachers and teacher aides was eighty-four, 311 and 294 respectively.

Respondents reported other kinds of training that were being provided in addition to the preservice, such as, supplementary training, on-the-job and leadership development training.

Table 17
Training for Head Start Staff

	NO.	YES	%	NO	%	NR
<u>Directors</u>						
VAR 007						
VAR 009	84	55	65			
VAR 010	74	24	32	50	68	10
VAR 012	60	48	80	12	20	24
VAR 013	79	58	73	21	27	5
VAR 015	79	31	39	48	61	5
<u>Teachers</u>						
VAR 007						
VAR 009	284	184	65	100	35	27
VAR 010	298	237	80	61	20	13
VAR 012	242	222	92	20	8	52
VAR 013	300	232	77	68	23	11
VAR 015	295	55	19	240	81	16
<u>Teacher Aides</u>						
VAR 007	284	117	41	167	59	10
VAR 009	261	205	79	56	21	33
VAR 010	277	233	84	44	16	17
VAR 012	241	219	91	22	9	53
VAR 013	272	215	79	57	21	22
VAR 015	284	39	14	245	86	10

The above variables qualify to what extent the respondents received training. In addition, they reported the type of training they received prior to working in a Head Start Center. In particular, they

also indicated whether or not in-service training was available and to what extent it was related to the responsibilities of the classroom.

(See Appendix V for listing of variables.)

College courses offered under the auspices of supplementary training provided both para-professionals and professionals in Head Start programs with the area of knowledge and skills relevant to their day-to-day performance.

Seventy-three percent of seventy-nine directors had supplementary training available in their communities, whereas 77% and 79% of teachers and teacher aides respectively stated supplementary training was available to them. Under each course listing, those individuals who had completed the course was reported.

Table 18

Supplementary Courses Completed

	DIRECTORS			TEACHERS			TEACHER AIDES		
	NO.	YES	%	NO.	YES	%	NO.	YES	%
Child Development	84	54	64	311	147	47	294	136	46
Family Relations	84	18	21	311	48	15	294	37	13
Child Psychology	84	44	52	311	119	38	294	82	28
Parents Involvement	84	5	6	311	44	14	294	45	15
Health Services	84	17	20	311	29	9	294	25	9
Mental Health	84	17	20	311	32	10	294	20	7
Nutrition	84	8	10	311	32	10	294	33	11
Other	84	28	33	311	81	26	294	69	24

Variables listed under the classroom component permitted respondents to record whether or not teacher aides were engaged in those activities.

Ninety-one percent of the directors, 99% of the teachers and 98% of the teacher aides reported that teacher aides do take charge of small groups in the classroom. Three directors and four teachers had no opinion.

According to the following tables, the three sources of data indicated how often during the week teacher aides took charge of small groups. (See Tables 19 and 19a)

Table 19

Frequency of Teacher Aides Working With Small Groups During the Week

	1	2	3	4	5	ROW TOTAL
Number of Directors	9	1	1	2	67	80
ROW Percent	11.3	1.3	1.3	2.5	83.8	12.0
COLUMN Percent	36.0	5.9	1.6	6.9	12.6	
TOTAL Percent	1.4	0.2	0.2	0.3	10.1	
Number of Teachers	5	9	29	14	246	303
ROW Percent	1.7	3.0	9.6	4.6	81.2	45.6
COLUMN Percent	20.0	52.9	46.8	48.3	46.2	
TOTAL Percent	0.8	1.4	4.4	2.1	37.0	
Number of Teacher Aides	1	7	32	13	219	282
ROW Percent	3.9	2.5	11.3	4.6	77.7	42.4
COLUMN Percent	44.0	41.2	51.6	44.8	41.2	
TOTAL Percent	1.7	1.1	4.8	2.0	32.9	
COLUMN TOTAL	25	17	62	29	532	665
TOTAL PERCENT	3.8	2.6	9.3	4.4	80.0	100%

Four directors, eight teachers and twelve teacher aides had no opinion.

Table 19a

Frequency of Teacher Aides Working with Small Groups

	MEAN	MODE	S.D.	RANGE
Director	4.4 days	5	1.3	4
Teacher	4.6 days	5	.89	4
Teacher Aide	4.4 days	5	1.04	4

Data from questions 18 through 60, excluding 51 and 56, are presented inclusively on Table 20. (See Appendix V for a listing of variables.) Here, all the variables related to classroom activities performed by teacher aides are listed. Recorded information states the total number of respondents by position, the number and percent of affirmative responses, the number and percent of negative responses and the number of individuals who reported no response on that particular question. Items 51 and 56 are presented on individual tables. These two items allowed respondents to check off more than one choice under that question. In many cases, individuals did not indicate any choice of answers; therefore, the tables exhibited only the number of respondents reported per choice.

Where an item has an asterisk beside it, that item is reported on a separate table. Similarly, if an item has a double asterisk beside it, the recorded data points out discrepancies between two or more respondents on that item.

Table 20

Classroom Responsibilities

Variables 18-40

	DIRECTORS				TEACHERS				TEACHER AIDES			
	NO.	YES	%	NO	%	NR	NO.	YES	%	NO	%	NR
VAR 18	82	78	95	4	5	2	307	292	95	15	5	4
VAR 19	82	81	99	1	1	2	309	306	99	3	1	2
VAR 20	82	82	100			2	308	297	96	11	4	3
VAR 21	82	82	100			2	310	297	96	13	4	1
VAR 22	82	82	100			2	310	302	97	8	3	1
VAR 23	81	80	99	1	1	3	310	305	98	5	2	1
VAR 24	81	78	96	3	4	3	307	301	98	6	2	4
VAR 25	79	75	95	4	5	5	295	241	82	54	18	16
**VAR 26	82	67	82	15	18	2	300	191	64	109	36	11
VAR 27	81	79	98	2	2	3	302	289	96	13	4	9
VAR 28	82	79	96	3	4	2	307	282	96	3	4	4
VAR 29	81	81	100			3	306	302	98	4	2	5
VAR 30	81	80	99	1	1	3	301	296	98	5	2	10
VAR 31	82	82	100			2	304	302	99	2	1	7
VAR 32	82	79	96	3	4	2	303	289	95	14	5	8
VAR 33	83	74	89	9	11	1	300	245	82	55	18	11
VAR 34	78	50	64	28	36	6	303	144	48	159	52	8
**VAR 35	78	68	87	10	13	6	303	270	89	33	11	8
VAR 36	74	47	64	27	36	10	296	159	54	137	46	15
VAR 37	81	58	72	23	28	3	305	257	84	48	16	6
VAR 38	82	54	66	28	34	2	303	190	63	113	37	8
VAR 39	81	72	89	9	11	3	303	254	89	49	11	8
VAR 40	82	82	100			2	307	298	97	9	3	4

Table 20 (Continued)

*Variables 41-60

	DIRECTORS				TEACHERS				TEACHER AIDES					
	NO.	YES	%	NR	NO.	YES	%	NR	NO.	YES	%	NR		
VAR 41	79	76	96	3	4	5			289	285	98	4	2	5
VAR 42	78	63	81	15	19	6			281	208	74	73	26	13
VAR 43	74	66	89	8	11	10			286	234	82	52	18	8
VAR 44	77	48	62	29	38	7			285	165	58	120	42	9
VAR 45	80	78	98	2	2	4			289	266	92	23	8	5
VAR 46	79	78	99	1	1	5			275	256	93	19	7	19
VAR 47	80	66	78	18	22	4			291	211	73	80	27	3
VAR 48	80	78	98	2	2	4			288	276	96	12	4	6
VAR 49	78	72	92	6	8	6			286	246	86	40	14	8
VAR 50	77	72	94	5	6	7			285	255	90	30	10	9
VAR 52	80	75	94	5	6	4			288	283	98	5	2	6
VAR 53	77	73	95	4	5	7			285	278	96	7	3	9
VAR 54	81	39	48	42	52	3			285	106	37	179	63	9
VAR 55	76	37	49	39	51	8			280	106	38	174	62	14
VAR 57	80	12	15	68	85	4			290	65	22	225	78	4
VAR 58	77	29	38	48	62	7			288	106	37	182	63	6
VAR 59	80	35	44	45	56	4			285	128	45	157	55	9
VAR 60	82	42	51	40	49	2			289	195	68	94	32	5

*Variables 51 and 56 are presented separately

Information from question 51 wanted to ascertain if teacher aides were involved in the decision-making process affecting the children, classroom, parents program, and the center. Responses from directors, teachers and teacher aides are reported on Table 21. The table indicates the number and percent of affirmative responses by position to each variable.

Table 21

Are Teacher Aides Involved in the Decision-making Process Affecting:

	CHILDREN	CLASSROOM	PARENTS	PROGRAM	CENTER	ROW TOTAL
Number of Directors	71	69	42	62	47	292
ROW Percent	85	82	51	74	56	14
COLUMN Percent	24	24	15	21	16	
TOTAL Percent	13	12	14	17	13	
Number of Teachers	263	258	160	177	169	1027
ROW Percent	85	83	51	57	54	48
COLUMN Percent	26	25	16	17	16	
TOTAL Percent	47	47	51	48	48	
Number of Teacher Aides	227	218	111	126	133	815
ROW Percent	77	74	38	43	45	38
COLUMN Percent	28	27	14	15	16	
TOTAL Percent	41	40	35	35	38	
COLUMN TOTAL	561	545	314	365	349	2134
TOTAL PERCENT	26	26	15	17	16	100%

In each case, the total number of directors, teachers and teacher aides are 84, 311 and 294 respectively.

Data reported on question 56 indicate to what extent teacher aides meet with one of the various people and/or groups concerning

decisions that affect program operations. The table indicates the number and percent of affirmative responses by position to each listing.

(See Table 22)

Table 22

Do Teacher Aides Meet with the Following Groups
Regarding Program Concerns and/or Decisions

	PAC	CAA BOARD	PARENTS	H.S. DIRECTORS	CAREER DEVELOPMENT COMMITTEE
Number of Directors	47	9	56	63	57
Percent	56	11	67	75	68
Number of Teachers	0	1	1	1	115
Percent	0	.3	.3	.3	37
Number of Teacher Aides	106	14	178	171	101
Percent	36	5	61	58	34

The total numbers of respondents by position--directors, teachers and teacher aides--are 84, 311, and 294 respectively.

On question 69, directors, teachers and teacher aides were requested to indicate the composition of the evaluation team in their respective centers. Recorded on Table 23 are the results of their responses. Reading from left to right are the total number of respondents by position, the number and percent of affirmative responses, the number and percent of negative responses and the number of individuals who had no response to that particular item.

Table 23

Who Makes Up the Evaluation Team

	PAC MEMBERS AND STAFF	DIRECTORS & PAC MEMBERS	CAA DIRECTORS AND PAC	PERSONNEL COMMITTEE-PAC	NO EVALUATION COMMITTEE	OTHER	ROW TOTAL
Number of Directors	9	17	3	5	20	13	67
ROW Percent	13.4	25.4	4.5	7.5	29.9	19.4	13.2
COLUMN Percent	11.7	12.8	21.4	18.5	17.5	9.2	
TOTAL Percent	1.8	3.4	0.6	1.0	4.0	2.6	
Number of Teachers	41	59	3	10	42	84	239
ROW Percent	17.2	24.7	1.3	4.2	17.6	35.1	47.2
COLUMN Percent	53.2	44.4	21.4	37.0	36.8	59.6	
TOTAL Percent	8.1	11.7	0.6	2.0	8.3	16.6	
Number of Teacher Aides	27	57	8	12	52	44	200
ROW Percent	13.5	28.5	4.0	6.0	26.0	22.0	39.5
COLUMN Percent	35.1	42.9	57.1	44.4	45.6	31.2	
TOTAL Percent	5.3	11.3	1.6	2.4	10.3	8.7	
COLUMN TOTAL	77	133	14	27	114	141	506
TOTAL PERCENT	15.2	26.3	2.8	5.3	22.5	27.9	100%

The total number of directors, teachers and teacher aides was 84, 311, and 294 respectively.

Following the classroom variables, the focus of the data shifts to the component on career development. Here, information will reveal the range over which evaluation occurs for teacher aides, who evaluates them, and what the teacher aides view as being their career goal. Special emphasis on career development is expressed in variables 61 through 74. (See Table 24)

Respondents to question 71 reported how often they evaluated. In cases of the teachers and teacher aides they were the one being evaluated, whereas the directors were the individuals doing the evaluation. Table 25 presents the results of their responses.

Table 24

Career Development

*Variables 61-74

	DIRECTORS				TEACHERS				TEACHER AIDES			
	NO.	YES	%	NR	NO.	YES	%	NR	NO.	YES	%	NR
**VAR 61	78	23	30	55	302	204	67	98	283	77	27	11
**VAR 62	79	43	54	36	304	257	85	47	277	151	55	17
**VAR 63	73	49	67	24	301	254	84	47	291	252	87	3
VAR 64					306	91	30	215	292	238	82	2
VAR 65	81	44	54	37	303	194	64	109	291	214	74	3
VAR 66	79	59	75	20	294	213	72	81	275	201	73	19
VAR 67	73	64	88	9	256	196	77	60	240	185	77	54
VAR 68	77	66	86	11	295	244	83	51	259	213	82	35
VAR 70	78	63	81	15	299	223	75	76	261	195	75	33
VAR 72	78	58	74	20	277	177	64	100	277	232	84	17
**VAR 73					206	96	47	110	206	134	65	88

*Variables 69, 71, and 74 are presented separately.

Table 25
How Often Are You Evaluated

	3 MONTHS	6 MONTHS	YEARLY	NO EVALUATION	OTHER	ROW TOTAL
Number of Directors	16	23	18	4	10	71
ROW Percent	22.5	32.4	25.4	5.6	14.1	13.3
COLUMN Percent	13.1	22.5	8.0	5.3	100.0	
TOTAL Percent	3.0	4.3	3.4	0.8	1.9	
Number of Teachers	51	46	118	36	0	251
ROW Percent	20.3	18.3	47.0	14.3	0.0	47.1
COLUMN Percent	41.8	45.1	52.7	48.0	0.0	
TOTAL Percent	9.6	8.6	22.1	6.8	0.0	
Number of Teacher Aides	55	33	88	35	0	211
ROW Percent	26.1	15.6	41.7	16.6	0.0	39.6
COLUMN Percent	45.1	32.4	39.3	46.7	0.0	
TOTAL Percent	10.3	6.2	16.5	6.6	0.0	
COLUMN TOTAL	122	102	224	75	10	533
TOTAL PERCENT	22.9	19.1	42.0	14.1	1.9	100%

The total number of participants in the study were 84 directors, 311 teachers and 294 teacher aides.

Of the eighty-four directors, sixty-two or 78% reported that criteria for advancement on the career ladder were clearly spelled out, while eighteen or 22% indicated that criteria in their center wasn't clear.

Teacher aides were requested to state what their career goal was on question 74. Indicated below are the results of their responses to that item. Stated are the number and percent of respondents to each of

the listed career goals. (See Table 26)

Table 26
What Is Your Career Goal

	TEACHER	SOCIAL WORKER	NURSE	NUTRITIONIST	OTHER
Number of Teacher Aides	171	24	5	2	39
Percent	17	10	2	.8	16

Out of 294 teacher aides, 244 or 83% stated what their career goal was.

In addition, teacher aides reported the following information in which they project as a career goal: thirteen or 72% teaching; one or 6% nursing; one or 6% nutritionist; and three or 16% indicated other areas as a career goal.

Eighty-three percent of the directors had earned a bachelors degree while the remaining 17% were at the masters level. Out of the directors, 39% reported having earned a degree in education.

Up to this point, the data presented has represented a comprehensive view of teacher aides, teachers and directors responses to all components of the questionnaires. The following tables present an overview of how individual states responded to variables related to the classroom and career development components.

Variables are listed and presented numerically, with the exception of variables 17, 69 and 71. In each case, an individual table is presented to report the findings of variables 69 and 71. Since there were little or no differences in state responses as compared to total

group responses, variable 17 was not presented again.

The following tables are an overview of how the respondents from the state of Maine reported. The data are from the components covering classroom responsibilities and career development.

The following tables indicate the composition of evaluation teams as suggested by the investigator and the frequency in which evaluation is conducted in some programs. (See Tables 28 and 29)

Table 27
Classroom Responsibilities and Career Development

MAINE

Variables 16-40

	DIRECTORS				TEACHERS				NO.	TEACHER AIDES			
	NO.	YES	%	NR	NO.	YES	%	NR		YES	%	NR	%
VAR 016	13	12	92	1	27	27	100	1	24	24	100		
VAR 013	13	13	100		27	26	96	1	24	24	100		
VAR 019	13	13	100		27	27	100		24	24	100		
VAR 020	13	13	100		27	26	96	1	24	24	100		
VAR 021	13	13	100		27	27	100		24	24	100		
VAR 022	13	13	100		27	27	100		24	24	100		
VAR 023	13	13	100		27	27	100		24	24	100		
VAR 024	13	13	100		28	27	96	1	24	24	100		
VAR 025	11	10	91	1	28	20	71	8	24	22	92	2	8
VAR 026	13	10	77	3	28	20	71	8	23	18	78	5	22
VAR 027	12	12	100	1	28	27	96	1	24	23	96	1	4
VAR 028	13	12	92	1	27	26	96	1	24	23	96	1	4
VAR 029	13	13	100		28	27	96	1	24	24	100		
VAR 030	13	13	100		28	28	100		24	24	100		
VAR 031	13	13	100		28	28	100		24	23	96	1	4
VAR 032	13	13	100		27	25	93	2	23	23	100		
VAR 033	13	13	100		27	23	85	4	23	23	100		1
VAR 034	12	5	42	7	27	13	48	14	24	13	54	11	46
VAR 035	12	8	67	4	27	24	89	3	24	21	88	3	12
VAR 036	12	6	50	6	27	17	63	10	22	16	73	6	27
VAR 037	13	7	54	6	28	22	79	6	23	17	74	6	26
VAR 038	13	11	85	2	27	19	70	8	23	16	70	7	30
VAR 039	13	12	92	1	27	25	93	2	21	21	100		
VAR 040	13	13	100		28	28	100		24	24	100		

Table 27 (Continued)

Variables 41-60

	DIRECTORS				TEACHERS				TEACHER AIDES			
	NO.	YES	%	NR	NO.	YES	%	NR	NO.	YES	%	NR
VAR 041	13	13	100		28	26	93		24	23	96	
VAR 042	13	12	92		28	24	86		22	16	73	
VAR 043	12	12	100	1	27	21	78		23	19	83	
VAR 044	13	9	69		28	13	46		22	12	55	
VAR 045	13	13	100		27	26	96		24	23	96	
VAR 046	12	12	100	1	26	26	100		21	19	91	
VAR 047	12	6	50	1	28	21	75		24	19	79	
VAR 048	13	13	100		27	27	100		23	23	100	
VAR 049	12	12	100	1	27	26	96		23	22	96	
VAR 050	13	12	92		27	26	96		24	23	96	
X51A	10	10	76	3	23	23	82		17	17	71	
X51B	12	12	92	1	22	22	79		18	18	75	
X51C	5	5	39	8	12	12	43		8	8	33	
X51D	7	7	54	6	18	18	65		11	11	46	
X51E	7	6	86	6	17	17	60		12	12	50	
VAR 052	11	9	82	2	27	26	96		24	24	100	
VAR 053	11	11	100	2	26	26	100		24	24	100	
VAR 054	13	4	31		27	1	4		24	5	21	
VAR 055	12	7	58	1	27	8	30		21	6	29	
X56A	6	6	46	7					9	9	38	
X56B	3	2	15	10					3	3	12	
X56C	10	10	76	3					16	16	67	
X56D	8	8	62	5					16	16	67	
X56E	8	8	62	5					12	12	50	
VAR 057	13	2	15		14	14	50					
VAR 058	11	4	36	2	27	13	48		24	5	21	
VAR 059	13	2	15		17	17	100		24	10	42	
VAR 060	13	10	77		27	5	19		24	7	29	
					27	9	33		24	15	63	

Table 27 (Continued)

*Variables 61-73

	DIRECTORS				TEACHERS				TEACHER AIDES			
	NO.	YES	%	NO	%	NR	NO.	YES	%	NO	%	NR
VAR 061	13	4	31	9	69		27	18	67	9	31	1
VAR 062	13	8	62	5	38		27	25	93	2	7	1
VAR 063	13	12	92	1	8		27	23	85	4	15	1
VAR 064						13	27	7	26	20	74	1
VAR 065	13	5	39	8	61		27	16	59	11	41	1
VAR 066	12	10	83	2	17	1	27	23	85	4	15	1
VAR 067	13	12	92	1	8		25	19	76	6	24	3
VAR 068	12	12	100			1	27	22	82	5	18	1
VAR 070	13	10	77	3	23		27	22	82	5	18	1
VAR 072	13	9	69	4	31		26	14	54	12	46	2
VAR 073						13	19	4	21	15	79	11
							24	4	17	20	83	
							24	13	54	11	46	
							24	19	79	5	21	
							24	22	92	2	8	
							24	22	92	2	8	
							22	17	77	5	23	2
							19	16	84	3	16	5
							20	15	75	5	25	4
							19	11	58	8	42	5
							22	17	77	5	23	2
							15	6	40	9	60	9

*Variables 69 and 71 are presented separately.

Table 28

Composition of the Evaluation Team
MAINE

	PAC MEMBERS AND STAFF	DIRECTORS & PAC MEMBERS	CAA DIRECTORS AND PAC	PERSONNEL COMMITTEE-PAC	NO EVALUATION COMMITTEE	OTHER	ROW TOTAL
Number of Directors	0	2	3	0	1	7	13
ROW Percent	0.0	15.4	23.1	0.0	7.7	53.8	23.6
COLUMN Percent	0.0	16.7	75.0	0.0	10.0	35.0	
TOTAL Percent	0.0	3.6	5.5	0.0	1.8	12.7	
Number of Teachers	5	5	0	1	4	11	26
ROW Percent	19.2	19.2	0.0	3.8	15.4	42.3	47.3
COLUMN Percent	62.5	41.7	0.0	100.0	40.0	55.0	
TOTAL Percent	9.1	9.1	0.0	1.8	7.3	20.0	
Number of Teacher Aides	3	5	1	0	5	2	16
ROW Percent	18.8	31.3	6.3	0.0	31.3	12.5	29.1
COLUMN Percent	37.5	41.7	25.0	0.0	50.0	10.0	
TOTAL Percent	5.5	9.1	1.8	0.0	9.1	3.6	
COLUMN TOTAL	8	12	4	1	10	20	55
TOTAL PERCENT	14.5	21.8	7.3	1.8	18.2	36.4	100%

Table 29
How Often Are You Evaluated

MAINE

	3 MONTHS	6 MONTHS	YEARLY	NO EVALUATION	ROW TOTAL
Number of Directors	3	6	3	0	12
ROW Percent	25.0	50.0	25.0	0.0	23.1
COLUMN Percent	25.0	75.0	13.6	0.0	
TOTAL Percent	5.8	11.5	5.8	0.0	
Number of Teachers	6	1	12	5	24
ROW Percent	25.0	4.2	50.0	20.8	46.2
COLUMN Percent	50.0	12.5	54.5	50.0	
TOTAL Percent	11.5	1.9	23.1	9.6	
Number of Teacher Aides	3	1	7	5	16
ROW Percent	18.8	6.3	43.8	31.3	30.8
COLUMN Percent	25.0	12.5	31.8	50.0	
TOTAL Percent	5.8	1.9	13.5	9.6	
COLUMN TOTAL	12	8	22	10	52
TOTAL PERCENT	23.1	15.4	42.3	19.2	100%

The total number of respondents from Maine was sixty-five--thirteen directors, twenty-eight teachers and twenty-four teacher aides.

The total number of respondents from the state of Vermont was 37. In relation to the director only two reported their responses. In a number of instances, one or the other did not respond to the question.

Table 30

Classroom Responsibilities and Career Development

VERMONT

Variables 16-40

	DIRECTORS				TEACHERS				TEACHER AIDES			
	NO.	YES	%	NR	NO.	YES	%	NR	NO.	YES	%	NR
VAR 016	2				19	19	100		16	16	100	
VAR 018	2	2	100		19	19	100		16	16	100	
VAR 019	2	2	100		19	19	100		16	16	100	
VAR 020	2	2	100		19	19	100		16	16	100	
VAR 021	2	2	100		19	19	100		16	16	100	
VAR 022	2	2	100		19	19	100		16	16	100	
VAR 023	2	2	100		19	19	100		16	16	100	
VAR 024	1			1	18	18	100		16	16	100	
VAR 025	2	2	100		17	14	82	3	15	14	93	1
VAR 026	2	2	100		18	12	67	6	16	12	75	4
VAR 027	2	2	100		18	17	94	1	16	16	100	
VAR 028	2	2	100		18	17	94	1	16	16	100	
VAR 029	2	2	100		18	18	100		16	16	100	
VAR 030	2	2	100		18	18	100		16	16	100	
VAR 031	2	2	100		17	17	100		16	15	94	1
VAR 032	2	2	100		18	18	100		16	16	100	
VAR 033	2	2	100		18	16	89		15	13	87	
VAR 034	2	2	100		18	11	61	2	16	9	53	2
VAR 035	2				17	16	94	1	16	15	94	1
VAR 036	2	1	50		17	9	53	8	16	11	69	5
VAR 037	2			2	18	12	67	6	16	11	69	5
VAR 038	2	2	100		18	14	78	4	16	11	69	5
VAR 039	2	2	100		18	16	89	2	16	13	81	3
VAR 040	2	2	100		18	18	100		16	16	100	

Table 30 (Continued)

Variables 41-60

	DIRECTORS				TEACHERS				TEACHER AIDES			
	NO.	YES	%	NR	NO.	YES	%	NR	NO.	YES	%	NR
VAR 041	2	2	100		16	16	100		16	16	100	
VAR 042	2	1	50		18	16	89		16	14	88	
VAR 043	2	2	100		18	17	94		16	15	94	
VAR 044	2	1	50		18	9	50		16	10	63	
VAR 045	2	1	50		17	16	94		16	15	94	
VAR 046	2	1	50		17	16	94		15	13	87	
VAR 047	2	2	100		18	16	89		16	14	88	
VAR 048	2	1	50		19	18	95		16	15	94	
VAR 049	2	2	100		19	18	95		16	14	88	
VAR 050	2	2	100		19	16	84		15	14	93	
X51A	2	2	100		16	16	84		15	15	94	
X51B	1	1	50		15	15	79		14	14	88	
X51C	1	1	50		12	12	63		9	9	56	
X51D	1	1	50		13	13	68		11	11	69	
X51E	2	2	100		13	13	68		9	9	56	
VAR 052	2	2	100		19	18	95		16	16	100	
VAR 053	2	1	50		18	17	94		16	16	100	
VAR 054	2	1	50		18	4	22		16	5	31	
VAR 055					19	12	63		16	7	44	
X56A									8	8	50	
X56B	1	1	50						1	1	6	
X56C	1	1	50						14	14	89	
X56D	1	1	50						11	11	69	
X56E	2	2	100		10	10	53		8	8	50	
VAR 057	2	1	50		19	11	58		16	4	25	
**VAR 058	2	1	50		9	9	100		16	3	19	
VAR 059	2	1	50		19	4	21		16	9	56	
VAR 060	2	2	100		19	3	16		15	8	53	

Less than half of the teacher aides recorded what they viewed as a goal, concerning their own careers.

Out of fourteen aides, 71% indicated that their career goal was to be a teacher, while three or 14% wanted to become social workers, one or 7% a nutritionist, and one or 7% stated choices other than the ones listed.

Few subjects reported which degree they had obtained. One director reported having a masters degree, while four teachers indicated they had a bachelors degree. That director's degree was in education.

The following tables reflect the responses to the questions listed under the components on classroom responsibilities and career development. Variables 17, 69 and 71 are not included, but shown separately. Variable 17 is only reported with the total group of respondents in the study. Variables 69 and 71 are reported as follows: Tables 31 and 32 show the evaluation team in Vermont and the number of times evaluation occurs.

Table 31

Composition of the Evaluation Team

VERMONT

	PAC MEMBERS AND STAFF	DIRECTORS & PAC MEMBERS	PERSONNEL COMMITTEE-PAC	NO EVALUATION COMMITTEE	OTHER	ROW TOTAL
Number of Directors	1	0	0	0	1	2
ROW Percent	50.0	0.0	0.0	0.0	50.0	5.7
COLUMN Percent	11.1	0.0	0.0	0.0	9.1	
TOTAL Percent	2.9	0.0	0.0	0.0	2.9	
Number of Teachers	6	5	0	2	5	18
ROW Percent	33.3	27.8	0.0	11.1	27.8	51.4
COLUMN Percent	66.7	55.6	0.0	50.0	45.5	
TOTAL Percent	17.1	14.3	0.0	5.7	14.3	
Number of Teacher Aides	2	4	2	2	5	15
ROW Percent	13.3	26.7	13.3	13.3	33.3	42.9
COLUMN Percent	22.2	44.2	100.0	50.0	45.5	
TOTAL Percent	5.7	11.4	5.7	5.7	14.3	
COLUMN TOTAL	9	9	2	4	11	35
TOTAL PERCENT	25.7	25.7	5.7	11.4	31.4	100%

Table 32
How Often Are You Evaluated
VERMONT

	3 MONTHS	6 MONTHS	YEARLY	NO EVALUATION	ROW TOTAL
Number of Directors	0	0	1	1	2
ROW Percent	0.0	0.0	50.0	50.0	5.9
COLUMN Percent	0.0	0.0	8.3	16.7	
TOTAL Percent	0.0	0.0	2.9	2.9	
Number of TEACHERS	7	1	8	2	18
ROW Percent	38.9	5.6	44.4	11.1	52.9
COLUMN Percent	58.3	25.0	66.7	33.3	
TOTAL Percent	20.6	2.9	23.5	5.9	
Number of Teacher Aides	5	3	3	3	14
ROW Percent	35.7	21.4	21.4	21.4	41.2
COLUMN Percent	41.7	75.0	25.0	50.0	
TOTAL Percent	14.7	8.8	8.8	8.8	
COLUMN TOTAL	2	4	12	6	34
TOTAL PERCENT	35.3	11.8	35.3	17.6	100%

The total number of respondents from Vermont was thirty-seven--two directors, nineteen teachers and sixteen teacher aides.

The data reported from the state of New Hampshire exhibits the subjects responses to the questionnaires. The number of respondents from this state in each category represented the least number of participants when compared to other states in the investigation. As with Vermont, only two directors returned their questionnaires. Too, many questions simply did not have an answer.

Table 33

Classroom Responsibilities and Career Development

NEW HAMPSHIRE

Variables 16-40

	DIRECTORS				TEACHERS				TEACHER AIDES			
	NO. YES	%	NO	NR	NO. YES	%	NO	NR	NO. YES	%	NO	NR
VAR 016	1	1	100	1	10	10	100		9	9	100	
VAR 018	1	1	100	1	10	10	100		9	9	100	
VAR 019	1	1	100	1	10	10	100		9	9	100	
VAR 020	1	1	100		10	10	100		9	9	100	
VAR 021	1	1	100		10	9	90	1	9	9	100	
VAR 022	1	1	100	1	10	8	80	2	9	9	100	
VAR 023	1	1	100	1	10	10	100		9	9	100	
VAR 024	1	1	100	1	10	10	100		9	9	100	
VAR 025	1	1	100	1	10	8	80	2	9	9	100	
VAR 026	1	1	100	1	10	6	60	4	8	8	89	1
VAR 027	1	1	100	1	10	10	100		9	8	89	1
VAR 028	1	1	100	1	10	9	90	1	9	8	100	
VAR 029	1	1	100	2	10	10	100		9	9	100	
VAR 030	1	1	100	1	10	10	100		9	9	100	
VAR 031	2	2	100		10	10	100		9	9	100	
VAR 032	2	1	50	1	10	10	100		9	9	100	
VAR 033	2	1	50		9	8	89	1	9	8	89	1
VAR 034	2	2	100		10	5	50	5	9	5	56	4
VAR 035	2	2	100		10	8	80	2	9	8	89	1
**VAR 036	2			2	10	4	40	6	9	6	67	3
VAR 037				2	10	5	50	5	9	7	78	2
VAR 038	2	2	100	2	10	6	60	4	9	6	67	3
VAR 039				2	10	9	90	1	9	8	89	1
VAR 040	1	1	100	1	10	9	90	1	9	9	100	

Table 33 (Continued)

Variables 41-60

	DIRECTORS				TEACHERS				TEACHER AIDES							
	NO.	YES	%	NR	NO.	YES	%	NR	NO.	YES	%	NR	NO.	YES	%	NR
VAR 041	1	1	100	1	10	10	100		3	30			9	9	100	
VAR 042	2	2	100		10	7	70		3	33	1		9	7	78	2
VAR 043	2	2	100		9	6	67		3	33			9	7	78	2
VAR 044				2	10	2	20		8	80			9	4	44	5
VAR 045	2	2	100		10	10	100						9	8	89	1
VAR 046	2	2	100		10	10	100						9	9	100	
VAR 047	2	1	50		10	9	90		1	10			9	3	33	6
VAR 048	2	2	100		10	10	100						9	9	100	
VAR 049	2	2	100		10	10	100						9	8	89	1
VAR 050	2	1	50		10	8	80		2	20			9	7	78	2
X51A	1	1	100	1	7	7	70					3	6	6	67	3
X51B	2	2	100		8	8	80					2	7	7	78	2
X51C	1	1	100		6	6	60					4	4	4	44	5
X51D	1	1	100		7	7	70					3	5	5	56	4
X51E	1	1	100		6	6	60					4	5	5	56	4
VAR 052	2	1	50		10	10	100						9	9	100	
VAR 053	2	2	100		10	9	90		1	10			9	9	100	
**VAR 054	1	1	100	1	10	2	20		8	80			9	3	33	6
VAR 055	2	2	100		10	3	30		7	70			7	2	29	5
X56A	2	2	100									10	5	5	56	2
X56B				2								10	1	1	11	4
X56C	1	1	100									10	6	6	67	9
X56D	1	1	100	1								10	6	6	67	3
X56E	2	2	100									4	6	6	67	3
VAR 057	2	2	100		6	6	60		4	40			6	6	67	8
**VAR 058	2	2	100		10	6	60					5	9	1	11	89
**VAR 059	2	2	100		5	5	100					5	2	2	22	7
**VAR 060	2	2	100		10	1	10		9	90			9	3	33	6
					10	2	20		8	80			8	7	88	1

Table 33 (Continued)

*Variables 61-73

	DIRECTORS				TEACHERS				TEACHER AIDES						
	NO.	YES	%	NR	NO.	YES	%	NR	NO.	YES	%	NR			
**VAR 061	2	2	100		10	7	70	3	30	9	2	22	7	78	1
VAR 062				2	10	9	90	1	10	8	5	62	3	38	
VAR 063	2	1	50		10	10	100			9	9	100			
VAR 064				2	10	1	10	9	90	9	7	78	2	22	
VAR 065	2	2	100		8	5	63	3	37	9	5	56	4	44	
VAR 066	2	2	100		9	8	89	1	11	9	9	100			
VAR 067	2	2	100		9	8	89	1	11	9	9	100			
VAR 068	2	1	50		9	8	89	1	11	9	8	89	1	11	
**VAR 070	2	2	100		9	5	56	4	44	8	6	75	2	25	1
VAR 072	2	1	50		8	5	63	3	37	7	6	86	1	14	2
VAR 073				2	6	5	83	1	17	4	3	75	1	25	5

*Variables 69 and 71 are presented separately.

The following data are reported from the variables excluded from the tables. Variable 69 indicates the respondents' responses to the composition of evaluation teams in their respective programs, whereas variable 71 shows how often evaluation takes place.

Table 34
Composition of the Evaluation Team
NEW HAMPSHIRE

	PAC MEMBERS AND STAFF	PERSONNEL COMMITTEE-PAC	NO EVALUATION COMMITTEE	OTHER	ROW TOTAL
Number of Directors	0	0	0	1	1
ROW Percent	0.0	0.0	0.0	100.0	7.1
COLUMN Percent	0.0	0.0	0.0	12.5	
TOTAL Percent	0.0	0.0	0.0	7.1	
Number of Teachers	0	0	0	7	7
ROW Percent	0.0	0.0	0.0	100.0	50.0
COLUMN Percent	0.0	0.0	0.0	87.5	
TOTAL Percent	0.0	0.0	0.0	50.0	
Number of Teacher Aides	2	1	3	0	6
ROW Percent	33.3	16.7	50.0	0.0	42.9
COLUMN Percent	100.0	100.0	100.0	0.0	
TOTAL Percent	14.3	7.1	21.4	0.0	
COLUMN TOTAL	2	1	3	8	14
TOTAL PERCENT	14.3	7.1	21.4	57.1	100%

Table 35
How Often Are You Evaluated
NEW HAMPSHIRE

	3 MONTHS	6 MONTHS	YEARLY	NO EVALUATION	ROW TOTAL
Number of Directors	1	0	0	0	1
ROW Percent	100.0	0.0	0.0	0.0	7.7
COLUMN Percent	25.0	0.0	0.0	0.0	
TOTAL Percent	7.7	0.0	0.0	0.0	
Number of Teachers	1	3	1	1	6
ROW Percent	16.7	50.0	16.7	16.7	46.2
COLUMN Percent	25.0	75.0	33.3	50.0	
TOTAL Percent	7.7	23.1	7.7	7.7	
Number of Teacher Aides	2	1	2	1	6
ROW Percent	33.3	16.7	33.3	16.7	46.2
COLUMN Percent	50.0	25.0	66.7	50.0	
TOTAL Percent	15.4	7.7	15.4	7.7	
COLUMN TOTAL	4	4	3	2	13
TOTAL PERCENT	30.8	30.8	23.1	15.4	100%

The total number of respondents from New Hampshire was twenty-one--two directors, ten teachers and nine teacher aides.

Seven teacher aides reported information on what they indicated as being their career goal. Eighty-six percent or six aides reported the teaching profession are their choice and fourteen percent or one aide chose the field of social work as a career goal.

Educationally, two directors and seven teachers reported having a bachelors degree. All had degrees in some level of education.

The respondents from the state of Massachusetts represented the second largest group in the investigation. Included were fifteen directors, 105 teachers, and ninety-four teacher aides. Data listed on Table 36 represents these individuals' responses to the variables pertaining to classroom responsibilities and career development.

The composition of evaluation teams differ in many programs. Simultaneously, the number of times in which evaluation is held also varies. Responses from variables 69 and 71 are listed on Tables 37 and 38.

Table 36

Classroom Responsibilities and Career Development

MASSACHUSETTS

Variables 16-40

	DIRECTORS				TEACHERS				TEACHER AIDES			
	NO.	YES	%	NR	NO.	YES	%	NR	NO.	YES	%	NR
VAR 016	14	11	79	3	21	1		1	94	91	97	3
VAR 018	15	13	87	2	13			1	94	94	100	
VAR 019	15	14	93	1	7				94	94	100	
VAR 020	15	15	100						92	91	99	1
VAR 021	15	15	100						94	94	100	
VAR 022	15	15	100						94	94	100	
VAR 023	14	13	93	1	7	1		1	93	93	100	1
VAR 024	15	15	100						94	93	99	
VAR 025	15	15	100						89	81	91	5
VAR 026	15	10	67	5	33			2	93	71	76	1
VAR 027	15	14	93	1	7			1	94	91	97	
VAR 028	15	15	100						93	91	98	1
VAR 029	15	15	100						94	94	100	
VAR 030	15	14	93	1	7				94	93	99	
VAR 031	15	15	100						90	82	91	4
VAR 032	15	13	87	2	13				94	92	98	
VAR 033	15	18	93	1	7				94	92	98	
**VAR 034	14	9	64	5	36	1		1	93	41	44	1
VAR 035	14	13	93	1	7				91	85	93	3
VAR 036	13	5	39	8	61	2		2	91	71	78	3
VAR 037	15	11	73	4	27				91	80	88	3
VAR 038	14	10	71	4	29				93	60	68	1
VAR 039	15	10	67	5	33				93	86	93	1
VAR 040	15	15	100						94	94	100	

**

Table 36 (Continued)

*Variables 61-73

	DIRECTORS				TEACHERS				TEACHER AIDES												
	NO.	YES	%	NR	NO.	YES	%	NR	NO.	YES	%	NR									
VAR 061	14	2	14	12	86	1			103	83	79	20	21	2		90	20	22	70	78	4
VAR 062	14	7	50	7	50	1			103	96	91	7	9	2		91	48	53	43	47	3
VAR 063	15	13	87	2	13				103	97	92	6	8	2		94	84	89	10	11	
VAR 064						15			104	59	56	45	44	1		94	71	75	23	25	
VAR 065	14	10	71	4	29	1			104	79	75	25	25	1		92	57	62	35	38	2
VAR 066	14	12	86	2	14	1			104	96	92	8	8	1		86	77	89	9	11	8
VAR 067	15	14	93	1	7				99	94	95	5	5	6		82	75	92	7	8	12
VAR 068	13	12	92	1	8	2			103	98	95	5	5	2		84	78	93	6	7	10
VAR 070	13	11	85	2	15	2			103	93	90	10	10	2		84	73	87	11	13	10
VAR 072	14	11	79	3	21	1			99	81	82	18	18	6		87	74	85	13	15	7
VAR 073									45	23	51	22	49	60		62	43	69	19	31	32

*Variables 69 and 71 are presented separately.

Table 37

Composition of the Evaluation Team

MASSACHUSETTS

	PAC MEMBERS AND STAFF	DIRECTORS & PAC MEMBERS	CAA DIRECTORS AND PAC	PERSONNEL COMMITTEE-PAC	NO EVALUATION COMMITTEE	OTHER	ROW TOTAL
Number of Directors	2	3	0	1	4	2	12
ROW Percent	16.7	25.0	0.0	8.3	33.3	16.7	
COLUMN Percent	7.1	10.0	0.0	10.0	14.8	7.4	
TOTAL Percent	1.6	2.4	0.0	0.8	3.2	1.6	
Number of Teachers	1	10	1	2	3	18	45
ROW Percent	24.4	22.2	2.2	4.4	6.7	40.0	35.7
COLUMN Percent	39.3	33.3	25.0	20.0	11.1	66.7	
TOTAL Percent	8.7	7.9	0.8	1.6	2.4	14.3	
Number of Teacher Aides	15	17	3	7	20	7	69
ROW Percent	21.7	24.6	4.3	10.1	29.0	10.1	54.8
COLUMN Percent	53.6	56.7	75.0	70.0	74.1	25.9	
TOTAL Percent	11.9	13.5	2.4	5.6	15.9	5.6	
COLUMN TOTAL	28	30	4	10	27	27	126
TOTAL PERCENT	22.2	23.8	3.2	7.9	21.4	21.4	100%

Table 38

How Often Are You Evaluated
MASSACHUSETTS

	3 MONTHS	6 MONTHS	YEARLY	NO EVALUATION	OTHER	ROW TOTAL
Number of Directors	3	2	5	0	4	14
ROW Percent	21.4	14.3	35.7	0.0	28.6	10.1
COLUMN Percent	15.0	6.9	6.5	0.0	100.0	
TOTAL Percent	2.2	1.4	3.6	0.0	2.9	
Number of Teachers	7	16	29	3	0	55
ROW Percent	12.7	29.1	52.7	5.5	0.0	39.9
COLUMN Percent	35.0	55.2	37.7	37.5	0.0	
TOTAL Percent	5.1	11.6	21.0	2.2	0.0	
Number of Teacher Aides	10	11	43	5	0	69
ROW Percent	14.5	15.9	62.3	7.2	0.0	50.0
COLUMN Percent	50.0	37.9	55.8	62.5	0.0	
TOTAL Percent	7.2	8.0	31.2	3.6	0.0	
COLUMN TOTAL	20	29	77	8	4	138
TOTAL PERCENT	14.5	21.0	55.8	5.8	2.9	100%

The total number of respondents from the state of Connecticut equaled seventy-nine. The breakdown was eleven directors, thirty teachers and thirty-eight teacher aides.

Of the ninety-four teacher aides, sixty-seven or 80% indicated teaching as their choice of a career goal. Eight or 10% selected the field of social work, while eight or another 10% had other areas of interest for their goal of career development. Data indicated that thirteen or 87% of the directors had criteria stated clearly for the advancement of teacher aides on the career ladder.

Since obtaining further education and the concept of career development are important elements in the philosophy of Head Start, the following table shows to some degree directors and teachers educational accomplishments. Eighty percent of the Massachusetts directors reported their level of education, while only 27% of the teachers responded to this question. (See Table 39)

Table 39
College Degrees Obtained
Massachusetts Teachers and Directors

	B.A.	B.S.	M.A.	M.S.	OTHER		ROW TOTAL
Number of Directors	2	2	4	1	2	1	12
ROW Percent	16.7	16.7	33.3	8.3	16.7	8.3	30.0
COLUMN Percent	11.1	20.0	57.1	50.0	100.0	100.0	
TOTAL Percent	5.0	5.0	10.0	2.5	5.0	2.5	
Number of Teachers	16	8	3	1	0	0	28
ROW Percent	57.1	28.6	10.7	3.6	0.0	0.0	70.0
COLUMN Percent	88.9	80.0	42.9	50.0	0.0	0.0	
TOTAL Percent	40.0	20.0	7.5	2.5	0.0	0.0	
COLUMN TOTAL	8	10	7	2	2	1	40
TOTAL PERCENT	45.0	25.0	17.5	5.0	5.0	2.5	100%

Six directors indicated that their degrees were in child development, seven in early childhood education, and one in the field of social work.

Returns from Connecticut represented approximately 12% of the total group. Table 40 shows their responses to the classroom and career development variables.

Table 40
Classroom Responsibilities and Career Development
CONNECTICUT
Variables 16-40

	DIRECTORS				TEACHERS				TEACHER AIDES			
	NO.	YES	%	NR	NO.	YES	%	NR	NO.	YES	%	NR
VAR 016	11	8	73	3	27	29	100		1	37	97	3
VAR 018	11	11	100			29	90	10	1	37	97	3
VAR 019	11	11	100			29	97	3	1	37	97	3
VAR 020	11	11	100			29	100		1	37	97	3
VAR 021	11	11	100			30	87	13	1	37	97	3
VAR 022	11	11	100			30	93	7		38	100	
VAR 023	11	11	100			30	97	3		38	100	
VAR 024	11	11	100			29	97	3		38	100	
VAR 025	10	10	100			27	78	22	1	35	80	3
VAR 026	11	9	82	2	18	25	56	44	7	28	81	1
VAR 027	11	11	100			29	90	10	1	37	97	3
VAR 028	11	11	100			30	87	13	3	35	92	8
VAR 029	11	11	100			29	97	3		38	100	
VAR 030	10	10	100	1		27	96	4	3	37	97	3
VAR 031	11	11	100			29	97	3		36	92	2
VAR 032	11	11	100			30	100		1	37	95	1
**VAR 033	11	8	73	3	27	29	79	21	1	33	92	2
**VAR 034	10	9	90	1	10	28	43	57	2	35	60	3
VAR 035	11	9	82	2	18	30	70	30		38	84	1
**VAR 036	11	9	82	2	18	27	56	44	3	37	68	3
VAR 037	11	9	82	2	18	30	90	10		38	92	2
VAR 038	11	6	55	5	45	29	55	45	1	36	36	2
**VAR 039	11	10	91	1	9	29	62	38	1	37	70	1
VAR 040	11	11	100			30	93	7		37	100	1

Table 40 (Continued)

Variables 41-60

	DIRECTORS				TEACHERS				TEACHER AIDES			
	NO.	YES	%	NR	NO.	YES	%	NR	NO.	YES	%	NR
VAR 041	10	10	100		29	28	97	1	3	37	100	1
**VAR 042	10	9	90	1	29	20	69	9	31	36	58	2
VAR 043	9	8	89	1	29	24	83	5	17	38	76	
VAR 044	10	6	60	4	30	11	37	19	63	37	62	1
VAR 045	11	10	91	1	29	27	93	2	7	37	87	1
VAR 046	11	11	100		29	28	97	1	3	35	89	3
**VAR 047	10	8	80	2	30	22	73	8	27	37	60	1
VAR 048	11	11	100		29	29	100			37	97	1
VAR 049	11	11	100		28	25	89	3	11	35	89	3
VAR 050	10	10	100		29	25	86	4	14	36	81	2
X51A	10	10	100	1	24	24	100			25	100	13
X51B	9	9	100	2	25	25	100			27	100	11
X51C	7	7	100	4	13	13	100			14	100	24
X51D	7	7	100	4	16	16	100			18	100	20
X51E	8	8	100	3	16	16	100			13	100	25
VAR 052	11	11	100		30	25	83	5	17	37	95	1
VAR 053	11	10	91	1	25	24	96	1	4	36	94	2
VAR 054	11	6	55	5	28	12	43	16	57	37	54	1
VAR 055	10	2	20	8	29	8	28	21	72	35	23	3
X56A	5	5	100	6						7	100	31
X56B	1	1	100	10						1	100	37
X56C	9	9	100	2						20	100	18
X56D	8	8	100	3						20	100	18
X56E	9	9	100	2	7	7	100			7	100	31
VAR 057	10	3	30	7	29	7	24	22	76	37	24	1
**VAR 058	10	4	40	6	12	12	100			34	38	4
**VAR 059	11	5	46	6	29	6	21	23	79	36	22	2
VAR 060	11	3	27	8	29	5	17	24	83	36	18	2

Table 40 (Continued)

*Variables 61-73

	DIRECTORS				TEACHERS				TEACHER AIDES			
	NO.	YES	%	NO	%	NR	NO.	YES	%	NO	%	NR
**VAR 061	9	2	22	7	78		30	20	67	10	33	
VAR 062	11	4	36	7	64		30	17	57	13	43	
VAR 063	11	8	73	3	27		28	15	54	13	46	2
VAR 064						11	30	11	37	19	63	
VAR 065	11	4	36	7	64		29	19	66	10	34	1
VAR 066	11	9	82	2	18		27	17	63	10	37	3
VAR 067	11	10	91	1	9		23	16	70	7	30	7
VAR 068	11	10	91	1	9		30	23	77	7	23	
VAR 070	11	8	73	3	27		29	22	76	7	24	1
VAR 072	11	11	100			11	25	18	72	7	28	5
**VAR 073							17	7	41	10	59	13
							36	9	25	27	75	2
							35	14	40	21	60	3
							38	27	71	11	29	
							38	26	68	12	32	
							38	29	76	9	24	
							35	24	69	11	31	3
							28	21	75	7	25	10
							34	30	88	4	12	4
							35	25	71	10	29	3
							37	34	92	3	8	1
							28	21	75	7	25	10

*Variables 69 and 71 are presented separately.

Tables 41 and 42 reflect directors, teachers and teacher aides from the state of Connecticut responses to variables 69 and 71 pertaining to the nature of their evaluation team and how often evaluation occurs.

Table 41
Composition of the Evaluation Team
CONNECTICUT

	PAC MEMBERS AND STAFF	DIRECTORS & PAC MEMBERS	PERSONNEL & COMMITTEE OF PAC	NO EVALUATION COMMITTEE	OTHER	ROW TOTAL
Number of Directors	0	0	1	8	1	10
ROW Percent	0.0	0.0	10.0	80.0	10.0	17.9
COLUMN Percent	0.0	0.0	100.0	40.0	6.7	
TOTAL Percent	0.0	0.0	1.8	14.3	1.8	
Number of Teachers	1	7	0	10	5	23
ROW Percent	4.3	30.4	0.0	43.5	21.7	41.1
COLUMN Percent	50.0	38.9	0.0	50.0	33.3	
TOTAL Percent	1.8	12.5	0.0	17.9	8.9	
Number of Teacher Aides	1	11	0	2	9	23
ROW Percent	4.3	47.8	0.0	8.7	39.1	41.1
COLUMN Percent	50.0	61.1	0.0	10.0	60.0	
TOTAL Percent	1.8	19.6	0.0	3.6	16.1	
COLUMN TOTAL	2	18	1	20	15	56
TOTAL PERCENT	3.6	32.1	1.8	35.7	26.8	100%

Table 42
How Often Are You Evaluated

CONNECTICUT

	3 MONTHS	6 MONTHS	YEARLY	NO EVALUATION	OTHER	ROW TOTAL
Number of Directors	3	3	3	0	1	10
ROW Percent	30.0	30.0	30.0	0.0	10.0	16.9
COLUMN Percent	16.7	27.3	15.8	0.0	100.0	
TOTAL Percent	5.1	5.1	5.1	0.0	1.7	
Number of Teachers	6	6	9	3	0	24
ROW Percent	25.0	25.0	37.5	12.5	0.0	40.7
COLUMN Percent	33.3	54.5	47.4	30.0	0.0	
TOTAL Percent	10.2	10.2	15.3	5.1	0.0	
Number of Teacher Aides	9	2	7	7	0	25
ROW Percent	36.0	8.0	28.0	28.0	0.0	42.4
COLUMN Percent	50.0	18.2	36.8	70.0	0.0	
TOTAL Percent	15.3	3.4	11.9	11.9	0.0	
COLUMN TOTAL	18	11	19	10	1	59
TOTAL PERCENT	30.5	18.6	32.2	16.9	1.7	100%

Representing the total number of subjects from Connecticut were eleven directors, thirty teachers and thirty-eight teacher aides.

Thirty-two or 84% of the teacher aides from Connecticut did have a career goal in mind. Of the thirty-two, seventeen or 53% selected the field of teaching as their choice, while eight or 25% chose social work and seven or 22% saw themselves working toward other fields of choice for a career goal. The directors--90%--stated that criteria for advancement was clearly defined.

Teachers and directors reported the following data regarding the college degrees they had obtained.

Table 43

College Degrees Obtained
Connecticut Teachers and Directors

	B.A.	B.S.	M.A.	M.S.	OTHER		ROW TOTAL
Number of Directors	2	2	1	0	3	1	9
ROW Percent	22.2	22.2	11.1	0.0	33.3	11.1	39.1
COLUMN Percent	25.0	28.6	50.0	0.0	100.0	100.0	
TOTAL Percent	8.7	8.7	4.3	0.0	13.0	4.3	
Number of Teachers	6	5	1	2	0	0	14
ROW Percent	42.9	35.7	7.1	14.3	0.0	0.0	60.9
COLUMN Percent	75.0	71.4	50.0	100.0	0.0	0.0	
TOTAL Percent	26.1	21.7	4.3	8.7	0.0	0.0	
COLUMN TOTAL	8	7	2	2	3	1	23
TOTAL PERCENT	34.8	30.4	8.7	8.7	13.0	4.3	100%

Of the nine directors reported having a degree, two or 18% had their degree in education, three or 27% in child development and six or 55% in early childhood education.

The respondents from the state of Rhode Island comprised less than 4% of the total group in the investigation. The number of directors responding was 50% more than Vermont and New Hampshire. Teachers (7) and teacher aides (7) were less represented numerically, when composed to some of the other states.

The following data were obtained from variables 16 through 73, excluding 69 and 71, which are reported on separate tables. (See Table 44)

Table 44
Classroom Responsibilities and Career Development
RHODE ISLAND

Variables 16-40

	DIRECTORS				TEACHERS				TEACHER AIDES			
	NO.	YES	%	NR	NO.	YES	%	NR	NO.	YES	%	NR
VAR 016	4	4	100		7	7	100		7	7	100	
VAR 018	4	4	100		7	7	100		7	7	100	
VAR 019	4	4	100		7	7	100		7	7	100	
VAR 020	4	4	100		7	7	100		7	7	100	
VAR 021	4	4	100		7	7	100		7	7	100	
VAR 022	4	4	100		7	7	100		7	7	100	
VAR 023	4	4	100		7	7	100		7	7	100	
VAR 024	4	3	75	1	7	7	100		7	7	100	
VAR 025	4	3	75	1	6	6	100	1	6	6	100	1
**VAR 026	4	3	75	1	7	3	43	4	7	6	86	1
VAR 027	4	4	100		6	5	83	1	7	7	100	
VAR 028	4	3	75		7	6	86	1	7	7	100	
VAR 029	4	4	100		7	7	100		7	7	100	
VAR 030	4	4	100		7	7	100		7	7	100	
VAR 031	4	4	100		7	7	100		7	7	100	
VAR 032	4	4	100		7	7	100		7	7	100	
**VAR 033	4	3	75	1	7	4	57	3	7	5	71	2
**VAR 034	4	2	50	2	7	4	57	3	7	2	29	5
VAR 035	3	3	100		7	6	86	1	7	7	100	
VAR 036	3	3	100		6	5	83	1	7	6	86	1
**VAR 037	4	2	50	2	6	4	67	2	7	6	86	1
VAR 038	4	1	25	3	7	3	43	4	7	2	29	5
VAR 039	4	4	100		7	7	100		7	6	86	1
VAR 040	4	4	100		7	7	100		7	7	100	

Table 44 (Continued)

Variables 41-60

	DIRECTORS				TEACHERS				TEACHER AIDES			
	NO.	YES	%	NR	NO.	YES	%	NR	NO.	YES	%	NR
VAR 041	4	4	100		7	7	100		7	7	100	
VAR 042	3	3	100	1	7	7	100		7	6	86	1 14
VAR 043	3	3	100	1	7	7	100		7	6	86	1 14
VAR 044	4	4	100		7	5	71	2 29	7	6	86	1 14
VAR 045	3	3	100	1	7	7	100		6	6	100	1
VAR 046	4	4	100		7	7	100		7	7	100	
VAR 047	4	4	100		7	7	100		7	5	71	2 29
VAR 048	4	4	100		7	7	100		7	7	100	
VAR 049	4	4	100		7	7	100		7	6	86	1 14
VAR 050	3	3	100	1	7	6	86	1 14	7	6	100	1
X51A	4	4	100		6	6	86		6	6	100	
X51B	4	4	100		6	6	86		7	7	100	
X51C	2	2	50	2	4	4	57	3	1	1	14	6
X51D	3	3	75	1	3	3	43	4 4	2	2	28	5
X51E	4	4	100		4	4	57	3	4	4	57	3
VAR 052	4	4	100		7	7	100		7	7	100	
VAR 053	4	4	100		7	7	100		7	7	100	
**VAR 054	4	3	75	1 25	7	2	29	5 71	7	3	43	57
VAR 055	3	1	33	2 67	7	2	29	5 71	7	1	14	86
X56A	1	1	25	3								5
X56B				4				7				6
X56C	2	2	50	2				7				4
X56D	4	4	100					7				3
X56E	3	3	75	1				7				3
**VAR 057	4	4	100		2	2	28		4	4	57	
**VAR 058	4	3	75	1 25	7	4	57	3 43	7	2	29	5 71
**VAR 059	4	3	75	1 25	3	3	100	7 100	7	1	14	86
VAR 060	4	2	50	2 50	7	4	57	3 43	7	6	86	1 14

Table 44 (Continued)

*Variables 61-73

	DIRECTORS				TEACHERS				TEACHER AIDES						
	NO.	YES	%	NR	NO.	YES	%	NR	NO.	YES	%	NR			
**VAR 061	4	1	25	3	75	7	5	71	2	29	7	3	43	4	57
VAR 062	3	2	67	1	33	7	5	71	2	29	6	3	50	3	50
VAR 063	4	3	75	1	25	7	5	71	2	29	7	7	100		
VAR 064						7	4	57	3	43	7	6	86	1	14
VAR 065	4			4	100	7	3	43	4	57	7	6	86	1	14
VAR 066	4	3	75	1	25	6	6	100			7	6	86	1	14
VAR 067	3	3	100			6	6	100			7	6	86	1	14
VAR 068	4	3	75	1	25	6	6	100			7	7	100		
VAR 070	4	3	75	1	25	7	6	86	1	14	7	6	86	1	14
VAR 072	4	4	100			6	4	67	2	33	7	7	100		
VAR 073				4		4	1	25	3	75	6	1	17	5	83

*Variables 69 and 71 are presented separately.

Tables 45 and 46 show recorded data from the classroom and career development components.

Tables 45 and 46 report the pattern of responses to variables 69 and 71. That is, evaluation teams differ in some centers; and the frequency in which evaluation occurs is not the same either. Within each table, some respondents did not disclose their situation.

Table 45
Composition of Your Evaluation Team
RHODE ISLAND

	PAC MEMBERS AND STAFF	DIRECTORS AND PAC MEMBERS	PERSONNEL COMMITTEE OF PAC	NO EVALUATION COMMITTEE	OTHER	ROW TOTAL
Number of Directors	0	2	1	0	0	3
ROW Percent	0.0	66.7	33.3	0.0	0.0	21.4
COLUMN Percent	0.0	40.0	100.0	0.0	0.0	
TOTAL Percent	0.0	14.3	7.1	0.0	0.0	
Number of Teachers	3	0	0	2	1	6
ROW Percent	50.0	0.0	0.0	33.3	16.7	42.9
COLUMN Percent	75.0	0.0	0.0	100.0	50.0	
TOTAL Percent	21.4	0.0	0.0	14.3	7.1	
Number of Teacher Aides	1	3	0	0	1	5
ROW Percent	20.0	60.0	0.0	0.0	20.0	35.7
COLUMN Percent	25.0	60.0	0.0	0.0	50.0	
TOTAL Percent	7.1	21.4	0.0	0.0	7.1	
COLUMN TOTAL	4	5	1	2	2	14
TOTAL PERCENT	28.6	35.7	7.1	14.3	14.3	100%

Table 46
How Often Are You Evaluated
RHODE ISLAND

	3 MONTHS	6 MONTHS	YEARLY	NO EVALUATION	ROW TOTAL
Number of Directors	1	1	0	1	3
ROW Percent	33.3	33.3	0.0	33.3	18.8
COLUMN Percent	12.5	50.0	0.0	33.3	
TOTAL Percent	6.3	6.3	0.0	6.3	
Number of Teachers	2	0	3	1	6
ROW Percent	33.3	0.0	50.0	16.7	37.5
COLUMN Percent	25.0	0.0	100.0	33.3	
TOTAL Percent	12.5	0.0	18.8	6.3	
Number of Teacher Aides	5	1	0	1	7
ROW Percent	71.4	14.3	0.0	14.3	43.8
COLUMN Percent	62.5	50.0	0.0	33.3	
TOTAL Percent	31.3	6.3	0.0	6.3	
COLUMN TOTAL	8	2	3	3	16
TOTAL PERCENT	50.0	12.5	18.8	18.8	100%

Four directors, seven teachers and seven teacher aides constituted the entire population from Rhode Island who responded to the questionnaire.

The importance of career development is exhibited here with all teacher aides.

Career development is viewed as one of the essential ingredients in Head Start. Six or 86% of the teacher aides from Rhode Island expressed the field of teaching as their career goal. The remaining one or 14% selected social work as a profession to work towards.

Seventy-five percent or three of the directors had the criteria for advancement spelled out. According to the data, the other one or 25% did not have criteria delineated for teacher aides to advance up the career ladder.

With many of the teacher aides striving towards a college degree, 75% of the directors indicated they have a bachelors degree while 28% of the teachers reported having a jegree at the bachelors level. More than half of both teachers and directors reported having their degree in education.

Up-state New York not only represented the largest geographical area in the investigation, but the largest number of respondents was also from that area. Thirty-seven directors, 112 teachers and 106 teacher aides constituted 37% of the total group from all states. With the exclusion of Massachusetts, New York exceeded the total number of respondents from the five other states by thirty-five individuals.

Included on Table 47 are the data from variables 16 through 73. These data expand the classroom and career development components of the questionnaires.

Variables pertaining to the composition of evaluation teams (69) and how often evaluation occurs is indicated on Table 48. Variable 70 tells whether or not teacher aides have been evaluated since working in the program. The variables preceding and following variable 70 state who does the evaluating, and how often they evaluate. (See Tables 48 and 49)

Table 47
Classroom Responsibilities and Career Development
NEW YORK

Variables 16-40

	DIRECTORS				TEACHERS				TEACHER AIDES				
	NO.	YES	%	NR	NO.	YES	%	NR	NO.	YES	%	NR	
VAR 016	36	35	97	1	3	1	111	110	99	1	1	1	1
VAR 018	36	34	94	2	6	1	112	108	96	4	2	2	2
VAR 019	36	36	100			1	112	110	98	2			
VAR 020	36	36	100			1	111	106	96	5	4	1	
VAR 021	36	36	100			1	112	107	96	5	4		
VAR 022	36	36	100			1	112	110	98	2	2		
VAR 023	36	36	100			1	112	109	97	3	3		
VAR 024	36	35	97	1	3	1	110	106	96	4	4		
VAR 025	36	34	94	2	6	1	107	90	84	17	16	5	2
VAR 026	36	32	89	4	11	1	108	73	68	35	32	4	2
VAR 027	36	35	97	1	3	1	108	103	95	5	5	4	8
VAR 028	36	35	97	1	3	1	110	99	90	11	10	2	3
VAR 029	36	36	100			1	110	108	98	2	2	1	1
VAR 030	36	36	100			1	107	105	98	2	2		
VAR 031	36	36	100			1	108	108	100		5		
VAR 032	36	35	97	1	3	1	107	104	97	3	4	4	6
VAR 033	37	33	89	4	11		108	86	80	22	3	3	4
VAR 034	35	22	63	13	37	2	109	55	51	54	48	47	4
VAR 035	35	34	97	3	3	2	108	99	92	9	5	5	4
VAR 036	32	23	72	9	28	5	107	57	53	50	32	32	7
VAR 037	36	29	81	7	19	1	108	93	86	15	16	15	2
VAR 038	37	23	62	14	38		108	66	61	42	37	36	3
VAR 039	36	34	94	2	6	1	107	90	84	17	9	9	4
VAR 040	36	36	100			1	109	107	98	2	2	2	1

Table 47 (Continued)

Variables 41-60

	DIRECTORS				TEACHERS				TEACHER AIDES				
	NO.	YES	%	NR	NO.	YES	%	NR	NO.	YES	%	NR	
VAR 041	35	34	97	1	3	110	108	98	2	102	101	99	1
VAR 042	35	27	77	8	23	108	87	81	21	102	78	77	24
VAR 043	35	32	91	3	9	109	88	81	21	101	81	80	20
VAR 044	34	19	56	15	44	108	49	45	59	102	61	60	41
VAR 045	36	36	100			110	105	96	5	105	96	91	9
VAR 046	35	35	100			107	105	98	2	98	92	94	6
VAR 047	36	31	86	5	14	109	93	85	16	106	80	76	26
VAR 048	36	35	97	1	3	110	109	99	1	102	99	97	3
VAR 049	36	31	86	5	14	109	99	91	10	102	88	86	14
VAR 050	33	32	97	1	3	108	96	89	12	103	94	91	9
X51A	32	32	87	5		99	99	89		84	84	79	
X51B	30	30	81	7		98	98	88		77	77	72	
X51C	20	20	54	17		66	66	59		39	39	37	
X51D	21	21	57	16		65	65	58		47	47	44	
X51E	31	31	84	6		68	68	61		46	46	43	
VAR 052	36	35	97	1	3	108	105	97	3	103	101	98	2
VAR 053	35	34	97	1	3	108	103	95	5	101	98	97	3
VAR 054	35	17	49	18	51	109	39	36	70	101	41	41	60
**VAR 055	36	22	61	14	39	110	37	34	73	104	49	47	55
X56A	25	25	68	12		1				48	48	45	
X56B	3	3	8	34		1		1	1	4	4	4	
X56C	25	25	68	12		1	1	1		67	67	63	
X56D	29	29	78	8		1	1	1		70	70	66	
X56E	20	20	54	17		49	49	44		17	17	16	
VAR 057	35	5	14	2	86	106	58	55	48	106	18	17	88
**VAR 058	36	14	39	1	61	22	21	96	1	106	44	42	62
**VAR 059	34	18	53	3	47	105	8	8	97	102	59	58	43
**VAR 060	32	20	63	5	37	104	38	37	66	105	72	69	33

Table 47 (Continued)

Variables 61-73

	DIRECTORS			TEACHERS			TEACHER AIDES		
	NO. YES	%	NR	NO. YES	%	NR	NO. YES	%	NR
VAR 061	35	37	22	107	75	32	102	32	4
VAR 062	36	61	14	108	93	15	97	59	9
VAR 063	35	86	5	108	93	15	103	92	3
VAR 064			37	109	25	84	104	92	2
VAR 065	36	67	12	109	79	30	105	82	1
VAR 066	35	63	13	103	54	49	100	54	6
VAR 067	28	79	6	81	45	36	79	44	27
VAR 068	34	77	8	105	76	29	90	62	16
VAR 070	34	85	5	108	69	39	93	65	13
VAR 072	34	65	12	98	59	39	102	83	4
VAR 073			37	71	35	36	81	54	25

*Variables 69 and 71 are presented separately.

Table 48

Composition of Evaluation Teams - New York

	PAC MEMBERS AND STAFF	DIRECTORS & PAC MEMBERS	CAA DIRECTORS AND PAC	PERSONNEL COMMITTEE OF PAC	NO EVALUATION COMMITTEE	OTHER	ROW TOTAL
Number of Directors	6	10	0	2	7	1	26
ROW Percent	23.1	38.5	0.0	7.7	26.9	3.8	15.4
COLUMN Percent	40.0	19.2	0.0	33.3	15.2	2.2	
TOTAL Percent	3.6	5.9	0.0	1.2	4.1	0.6	
Number of Teachers	6	25	1	2	19	24	77
ROW Percent	7.8	32.5	1.3	2.6	24.7	31.2	45.6
COLUMN Percent	40.0	48.1	20.0	33.3	41.3	53.3	
TOTAL Percent	3.6	14.8	0.6	1.2	11.2	14.2	
Number of Teacher Aides	3	17	4	2	20	20	66
ROW Percent	4.5	25.8	6.1	3.0	30.3	30.3	39.1
COLUMN Percent	20.0	32.7	80.0	33.3	43.5	44.4	
TOTAL Percent	1.8	10.1	2.4	1.2	11.8	11.8	
COLUMN TOTAL	5	52	5	6	46	45	169
TOTAL PERCENT	8.9	30.8	3.0	3.6	27.2	26.6	100%

Table 49

Frequency of Evaluation - New York

	3 MONTHS	6 MONTHS	YEARLY	NO EVALUATION	OTHER	ROW TOTAL
Number of Directors	5	11	6	2	5	29
ROW Percent	17.2	37.9	20.7	6.9	17.2	15.6
COLUMN Percent	11.9	30.6	8.6	6.1	100.0	
TOTAL Percent	2.7	5.9	3.2	1.1	2.7	
Number of Teachers	6	11	38	18	0	83
ROW Percent	19.3	13.3	45.8	21.7	0.0	44.6
COLUMN Percent	38.1	30.6	54.3	54.5	0.0	
TOTAL Percent	8.6	5.9	20.4	9.7	0.0	
Number of Teacher Aides	21	14	26	13	0	74
ROW Percent	28.4	18.9	35.1	17.6	0.0	39.8
COLUMN Percent	50.0	38.9	37.1	39.4	0.0	
TOTAL Percent	11.3	7.5	14.0	7.0	0.0	
COLUMN TOTAL	42	36	70	33	5	186
TOTAL PERCENT	22.6	19.4	37.6	17.7	2.7	100%

The number of directors, teachers and teacher aides was thirty-seven, 112, and 106 respectively.

Since career development is one of the major components of Head Start, teacher aides were requested to indicate their career goal. The following group of teacher aides reported their choice of a career goal as follows: fifty-two or 65% selected teaching; four or 5% chose social work; four or 5% nursing; while twenty or 25% selected the category of other as their choice.

To help facilitate the process of advancement on the career ladder, criteria should be established. Twenty-two or 65% of the directors reported having criteria spelled out for advancement.

Head Start guidelines state that a director should be a degreed person, while teachers do not necessarily have to possess a degree. The following table represents the number of teachers and directors from New York who have obtained various college degrees. (See Table 50)

Table 50
Level of College Degrees
Obtained by All Teachers and Directors

	B.A.	B.S.	M.A.	M.S.	OTHER	ROW TOTAL
Number of Directors	4	6	6	7	7	30
ROW Percent	13.3	20.0	20.0	23.3	23.3	31.9
COLUMN Percent	10.8	18.8	85.7	63.6	100.0	
TOTAL Percent	4.3	6.4	6.4	7.4	7.4	
Number of Teachers	33	26	1	4	0	64
ROW Percent	51.6	40.6	1.6	6.3	0.0	68.1
COLUMN Percent	89.2	81.3	14.3	36.4	0.0	
TOTAL Percent	35.1	27.7	1.1	4.3	0.0	
COLUMN TOTAL	37	32	7	11	7	94
TOTAL PERCENT	39.4	34.0	7.4	11.7	7.4	100%

Eighty percent of the directors had their degree in child development, while the balance was distributed between education and social work.

The following statements were abstracted from responses to questions 76 through 80, on the teacher's and/or director's questionnaire. (See Appendix II) In addition to directors and teachers being concerned with the welfare of teacher aides, career development chairmen and policy council chairmen also reported being very much interested in the growth of teacher aides. The statements are as follows:

Teachers and directors: (See questions 76-80, Appendices III and IV)

1. Take more initiative in the center and believe in the worth of themselves and the team concept.
2. Should be paid a substitute's pay if the teacher is absent.
3. Supportive to teacher in all aspects of the classroom.
4. Should be given complete charge of the total classroom more often to assist them in their career development.
5. Should receive more income since many do the same job as the teacher.
6. Should have many more opportunities to be in the role of the teacher.
7. Should participate more actively in developing the classroom program.
8. Should be allowed to visit other classrooms and/or centers to observe other teachers.
9. Should have more training in specific skill areas, e.g. language development, science, classroom management, curriculum development, etc.
10. Should be involved in planning more individual projects for children.
11. Should have more opportunities to take college credit courses toward their individual career goals.
12. Should receive pay while attending courses.

13. Should serve in the role of trainer.
14. Should have a more active role in recruiting children for the program.
15. As a step-up on the career ladder, they should be partly responsible for helping to develop and train volunteers for the classroom.

Each group of respondents--directors, teachers and teacher aides--was requested to answer a number of open-ended questions. These questions were optional. They were concerned with what people at the local program were interested in the welfare of teacher aides, and if there were things teacher aides wanted to do but were not permitted.

All respondents did not choose to answer all questions. There was a range in responses from 50% to 93%. The range included all respondents in the study.

Listed below are a number of statements abstracted from the responses of teacher aides. These statements are in responses to the open-ended questions (see questions 75-80) on the teacher aide's questionnaire. These statements were selected wholly upon the judgment of the investigator. Teacher aides indicated that Head Start had afforded them opportunities as follows:

Teacher Aides: (see questions 75-80)

1. To work with children more freely.
2. Opportunity to improve their own family and home life.
3. Opportunity to work and start a career.
4. An awareness of other people's needs.
5. Better chance in life for their own children.
6. Opportunity to feel wanted and/or needed in life.
7. Opportunity to succeed at doing something in life.

8. Opportunity to learn about children and how they learn.
9. Opportunity to understand and work with other people.
10. Opportunity to better understand and assist low-income families.
11. Working with children enables me to better understand my own children.
12. Worked inspite of low pay.
13. Opportunity to continue my education--high school and/or college.
14. A chance to leave the welfare rolls.
15. Opportunity to learn about children and how they learn.

The outcome of the data combined with the investigator's experience with Head Start, opens many avenues of inference and fact, all of which will constitute the following chapter. These features will be presented contextually in Chapter V.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

Conceptually, teacher aides were visualized as individuals to relieve teachers of non-teaching tasks. However, Head Start has demonstrated that teacher aides and/or paraprofessionals can be involved in all dimensions of the classroom environment.

An investigation was designed to assess the extent to which teacher aides were being effectively utilized in Head Start centers. As such, the study was conducted in Head Start programs throughout the New England states--Maine, Vermont, New Hampshire, Massachusetts, Connecticut, Rhode Island, and up-state New York. A five component questionnaire was tailored to elicit certain data from the population participating in the study. Those components were as follows: individual's profile, Head Start related training, classroom responsibilities, career development and a series of open-ended questions. The core of the questionnaire were those variables listed under classroom responsibilities. Here, as with most of the variables, the investigator's questions were stated in a dichotomous way.

The population for the study was comprised of 110 Head Start directors, 400 teachers and 400 teacher aides. The number of returned questionnaires was as follows: eighty-four directors, 311 teachers and

294 teacher aides. Each state and position were represented in the returns. Criterion for completing a questionnaire was to have been employed in the Head Start program one year.

Questionnaires were distributed and returned via the United States mail. Processing the returns was through the utilization of the SPSS--Statistical Program for Social Sciences--computer program. One hundred two variables emerged from the instrument. Each of the variables was cross-tabulated by position.

Presented was a comprehensive profile on the subjects who participated in the investigation, followed by a description of the various kinds of training that was provided for employees prior to and during their work in Head Start centers. Variables under classroom responsibilities ranged from activities directly related to the teaching process, planning the center curriculum, working as a team in the classroom, to other peripheral program functions. These activities are performed on a daily basis in most programs; therefore, the kinds of data the investigator was interested in were collected and analyzed around categories consistent with the above variables. For specific details of the data, see Chapter IV.

Data from the classroom variables provided substantial evidence that the role of teacher aides in the classroom has been augmented. For instance, a significant percent of responses indicated that far more teacher aides were engrossed in classroom and/or program activities than those who were not. Overall, there was no significant difference between groups of respondents. However, there were instances where all respondents were not in agreement on certain variables. That is, the major portion

of these responses were in the same category, but there was a variance between the degree to which they corresponded. Again, there were a couple of variables where complete disagreement existed among the three groups of respondents. Documentation from the study revealed that directors and teachers were oriented toward utilizing teacher aides beyond tasks that were categorically menial. Overall, discrepancies between respondents were minimal.

Conclusion

The investigator was attempting to assess how teacher aides were being utilized in Head Start programs throughout New England and upstate New York. The focus of the study concentrated on variables related to activities that teacher aides performed in the Head Start centers.

While the data were fairly comprehensible, the impact of its presentation was limited to the extent that it was conducted in a particular area of the country. Broad generalizations could be made because of the national threads that permeate all Head Start programs. The investigator would discourage any generalizations on the reported data, however, because the instrument used lacks established reliability. That is, the investigator designed an instrument which would provide data critical to the study. The device for obtaining data was pre-tested for validity; however, the pre-test did not substantiate the instrument to the point where gross generalization could be made.

Recommendations

Because the instrument utilized in the investigation was pre-tested for validity and not reliability, replications of the study should be conducted where deemed appropriate. Some of the influences and recommendations may be of national importance, provided the reliability of the instrument is verified.

Based upon the findings of the investigation, the following recommendations are suggested:

1. That universities and colleges design programs relevant to the needs of low-income people.
2. That the above designed programs terminate with not less than an Associates of Arts Degree.
3. That teacher aides serve in the capacity of trainers in their local programs during pre-service and/or in-service training of teachers.
4. That teacher aides have a more active part in recruiting children for Head Start centers.
5. That state departments of education work towards revising their standards for teacher certification to establish regulations to include the utilization of paraprofessionals in the teaching process.
6. That local Head Start programs review and follow the guidelines for hiring staff.
7. That other programs in human services strive to effectively utilize paraprofessionals to deliver services to their clientele.
8. That career development plans be expanded to include agencies outside of Head Start to allow lateral movement on the career ladder.
9. That programs explore other means or sources of funding to upgrade teacher aides' salary.
10. That Region I Office of Child Development /HEW, examine hiring practices of Head Start centers.

11. That the New England accrediting association review and revise state statutes that limit the utilization of non-certified personnel in the classroom.
12. That all programs have a systematic method for evaluating staff.
13. That teacher aides be permitted to function in the role of a teacher, supervisor.

In conclusion, the findings indicated that teacher aides are involved in all aspects of the Head Start classroom. However, it is beyond the scope of this study to have a reliable test of the instrument used. The reason being that it is too timely and costly. Simultaneously, it is not feasible at this time.

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APPENDIX I

For the purpose of this study, the following criteria have been selected to operationalize "Utilization and Effectiveness" of Teacher Aides in Head Start Centers. The spirit and philosophy of the material used in the questionnaire was influenced by the data prepared on similar projects in New Careers and Roles in the American School.

Among the activities teacher aides will either participate in planning/implementing include the following:

1. Taking charge of small groups while the teacher works with another group
2. Listening to children tell a story
3. Giving a child a chance to show he can do something well
4. Encouraging children to help each other
5. Encouraging children to make the most of themselves
6. Interesting a restless child in some of the available activities
7. Helping children to settle arguments without fighting
8. Talking quietly with a child who is upset
9. Explaining pictures and books to children
10. Helping children to improve special skills (cutting, pasting, coloring, etc.)
11. Playing games with children in the classroom and playground
12. Acting out a story with children
13. Helping children who have been absent to catch up on their work
14. Helping children to move from one activity to another in the classroom

15. Demonstrating good housekeeping procedures to children
16. Helping children to improve physical skills
17. Helping children to develop their social behavior
18. Encouraging children to accept themselves
19. Helping a child who is learning something new
20. Giving a child an opportunity to show that he can do something well
21. Helping children to learn to give and take in the classroom
22. Helping children with individual projects
23. Taking the daily attendance
24. Displaying the children's work
25. Taking the children on field trips
26. Assist in preparing and keeping records on each child
27. Help to prepare and serve the children's food
28. Putting away children's toys and materials
29. Taking children for a walk in the neighborhood
30. Organizing outdoor games for children
31. Helping children to learn proper use of tools and equipment
32. Making home visits
33. Holding conferences with the family aide about particular children
34. Reading and telling stories to children
35. Helping children understand teacher's directions
36. Helping to develop the center's curriculum
37. Helping to plan the classroom schedule
38. Recruiting children for the program

39. Meeting with parents to explain the various components of the Head Start program.
40. Participating in the process of making decisions concerning the operations of the program.

APPENDIX II

Dear Teacher Aide:

Under cover you will find a questionnaire to assess the utilization of teacher aides in Head Start Centers.

The questionnaire is being used as part of a study being conducted throughout the New England states--Maine, Vermont, New Hampshire, Massachusetts, Connecticut and Rhode Island and up-state New York.

These states send trainees to the Head Start Leadership Development Program here at the University. This data would be vital to us in terms of our training format, and hopefully at the end of the study, some recommendations will be made to other teacher training institutions.

I would appreciate your taking the time to complete this confidential questionnaire and returning it as soon as possible in the return self-addressed envelope.

Sincerely yours,

James C. Young
Administrative Director
Head Start Program

QUESTIONNAIRE

TO DETERMINE TEACHER AIDE UTILIZATION IN HEAD START CENTERS

The purpose of the questionnaire is to examine how teacher aides are being utilized in the Head Start Centers. That is, teacher aides should be used to their full potential in all Head Start Centers. It is the intent of the questionnaire to examine the above statement.

The questionnaire is strictly confidential. Your responses do not have to be disclosed to anyone.

INSTRUCTIONS FOR COMPLETING THE QUESTIONNAIRE ARE AS FOLLOWS:

1. Do not sign your name on it.
2. Answer each question. If the question has to be checked off, place the check mark in the correct space. (✓)
3. If the question has a Yes or No response only check one answer.
4. If you are not sure about a question, mark the answer which you think is most nearly correct.
5. If you have made a mistake in marking an answer, erase it clearly and mark the correct answer.
6. Answer all questions according to the position you are now holding.

TEACHER AIDE PROFILE:

Sex Male Female Age

1. How many years have you been in Head Start as a teacher aide?

1 2 3 4 5

2. How many years of schooling have you completed?

1-6 1-8 9 10 11 12

3. How many years of college have you completed?

1 2 3 4

4. What is your present income as a teacher aide in Head Start?

\$3600 or less

☐

Between \$3600-\$4000

☐

Between \$4000-\$4500

☐

Between \$4500-\$5000

☐

Over \$5000

☐

5. Do you live in the neighborhood where you work?

Yes

☐

No

☐

6. Which of the following were you hired by?

CAA Director

☐

Head Start Director

☐

PAC

☐

PAC and Head Start Director

☐

Teacher and Director

☐

Other

☐

JOB RELATED TRAINING:

7. Did you receive specific training for work as a teacher aide before working in the classroom?

Yes

☐

No

☐

8. If so, how long was the training?

1 week

☐

2 weeks

☐

3 weeks

☐

4 weeks

☐

5 weeks

☐

Longer

☐

9. Did you receive On-The-Job-Training (OJT)?

Yes

☐

No

☐

10. Do you receive continuous in-service training for your job?

Yes

☐

No

☐

11. How Often?

Weekly

☐

Bi-weekly

☐

Monthly

☐

Quarterly

☐

Other

☐

12. Is it directly related to your job in the classroom?

Yes

☐

No

☐

13. Is Supplementary Training available in your community?

Yes

☐

No

☐

14. If so, have you taken any courses in any of the areas listed below:

Child Development	<input type="checkbox"/>	Family Relations	<input type="checkbox"/>
Child Psychology	<input type="checkbox"/>	Parent Involvement	<input type="checkbox"/>
Health Services	<input type="checkbox"/>	Mental Health	<input type="checkbox"/>
Nutrition	<input type="checkbox"/>	Other	<input type="checkbox"/>

15. Have you participated in any type of Head Start Leadership Development Program i.e., at the University of Massachusetts or New York University?

Yes	No
<input type="checkbox"/>	<input type="checkbox"/>

CLASSROOM RESPONSIBILITIES:

16. Do you take complete charge of small groups of children while the teacher is working with another group?

Yes	No
<input type="checkbox"/>	<input type="checkbox"/>

17. If so, how often during the week?

1 day	2 days	3 days	4 days	5 days
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

18. Do you listen to children tell stories?

Yes	No
<input type="checkbox"/>	<input type="checkbox"/>

19. Do you give children a chance to show that they can do something well?

Yes	No
<input type="checkbox"/>	<input type="checkbox"/>

20. Do you help children settle arguments without fighting?

Yes	No
<input type="checkbox"/>	<input type="checkbox"/>

21. Do you talk quietly with a child who is upset?

Yes	No
<input type="checkbox"/>	<input type="checkbox"/>

22. Do you explain pictures and books to children?

Yes	No
<input type="checkbox"/>	<input type="checkbox"/>

23. Do you help children to improve special skills? (cutting, pasting, coloring, tracing, etc.)

Yes	No
<input type="checkbox"/>	<input type="checkbox"/>

24. Do you play games with children in the classroom or on the playground?
Yes ☐ No ☐
25. Do you organize these games?
Yes ☐ No ☐
26. Do you act out stories with the children?
Yes ☐ No ☐
27. Do you demonstrate good housekeeping procedures to children?
Yes ☐ No ☐
28. Do you help children improve their physical skills? (jumping, throwing, catching, climbing, etc.)
Yes ☐ No ☐
29. Do you help children develop their social behavior? (sharing, group play, waiting their turn, table manners, etc.)
Yes ☐ No ☐
30. Do you help a child who is learning something new?
Yes ☐ No ☐
31. Do you help children who are working on individual projects?
Yes ☐ No ☐
32. Do you display the children's work?
Yes ☐ No ☐
33. Do you take children on field trips?
Yes ☐ No ☐
34. Do you take individual children on walks or field trips?
Yes ☐ No ☐
35. Do you help children learn the proper use of tools and equipment? (record players, hammers, saws, work benches, etc.)
Yes ☐ No ☐
36. Do you take the daily attendance?
Yes ☐ No ☐

37. Do you help to prepare and serve the children's food?
Yes No
☐ ☐
38. Do you make home visits?
Yes No
☐ ☐
39. Do you hold conferences with the teacher or family about the children?
Yes No
☐ ☐
40. Do you read and tell stories to children?
Yes No
☐ ☐
41. Do you help children understand the teacher's directions?
Yes No
☐ ☐
42. Do you actually help in developing the center's curriculum?
(Purpose, short range goals, long range goals, evaluation)
Yes No
☐ ☐
43. Do you help plan the daily schedule? (Activities the children do daily)
Yes No
☐ ☐
44. Are you responsible for any particular activity in the classroom? (block corner, science table, house corner, game and puzzle table)
Yes No
☐ ☐
45. Do you make suggestions for the daily schedule? Yes No
☐ ☐
46. If so, do they become part of the daily schedule?
Yes No
☐ ☐
47. Do you have any say in which materials are being ordered?
(toys, games, puzzles, films, books, pictures, etc.)
Yes No
☐ ☐
48. Do you and the teacher work as a team?
Yes No
☐ ☐
49. Do you and the teacher plan as a team?
Yes No
☐ ☐

50. Do you actually participate in determining the physical arrangement of the classroom?
 Yes ☐ No ☐
51. Are you actually involved in the decision-making process in the listed areas:
 The children ☐ The classroom ☐ The parents ☐
 The center ☐ The program ☐
52. Do you handle discipline problems?
 Yes ☐ No ☐
53. If so, are the discipline problems you handle similar to those handled by the regular teacher?
 Yes ☐ No ☐
54. Do you fill-in in other classrooms as a teacher's aide?
 Yes ☐ No ☐
55. Do you recruit children for the program?
 Yes ☐ No ☐
56. Do you meet with any of the following groups in the program, on program concern and/or decisions:
 PAC ☐ CAA Bd. ☐ Parents ☐ Director ☐
 Career Development Committee ☐
57. Do you fill out health forms on the children?
 Yes ☐ No ☐
58. As a part of your job, do you ride the bus with the children?
 Yes ☐ No ☐
59. Do you fill-in other positions in the center?
 Yes ☐ No ☐
60. Do you spend all of your time working in the classroom?
 Yes ☐ No ☐

CAREER DEVELOPMENT:

61. Do you participate as a trainer of other staff members?
 Yes ☐ No ☐

62. Do you participate as a trainer in relating classroom skills to parents? Yes ☐ No ☐
63. Do you have a clear description of your job? Yes ☐ No ☐
64. Did you begin as a teacher aide in the program? Yes ☐ No ☐
65. Are you presently in the same position that you had when you entered the program? Yes ☐ No ☐
66. Is there a career ladder in your center? Yes ☐ No ☐
67. If so, are there opportunities for advancement to other positions on the career ladder? Yes ☐ No ☐
68. Is there an evaluation procedure in your center? Yes ☐ No ☐
69. If so, who makes up the evaluation team?
- | | | | |
|---------------------|--------------------------|----------------------------|--------------------------|
| PAC Members & Staff | <input type="checkbox"/> | Director & PAC Members | <input type="checkbox"/> |
| CAA Director & PAC | <input type="checkbox"/> | Personnel Committee of PAC | <input type="checkbox"/> |
| Other | <input type="checkbox"/> | No Evaluation Committee | <input type="checkbox"/> |
70. Have you been evaluated since working in the program? Yes ☐ No ☐
71. If so, how often?
- | | | | | | |
|----------------|--------------------------|----------------|--------------------------|--------|--------------------------|
| Every 3 months | <input type="checkbox"/> | Every 6 months | <input type="checkbox"/> | Yearly | <input type="checkbox"/> |
| No evaluation | <input type="checkbox"/> | | | | |
72. Are there teacher aide positions in other school programs in your community? (day care centers, private nursery schools, public schools) Yes ☐ No ☐
73. If so, are they available to you because of your Head Start experience? Yes ☐ No ☐

74. What is your career goal?

Teacher ☐

Social Worker ☐

Nurse ☐

Nutritionist ☐

Other ☐

List it _____

OPINION QUESTIONS:

75. Are there things you would like to do in the program which you are not permitted to do?

Yes No

☐ ☐

76. Do teachers and other staff members accept your suggestions around program matters and decisions?

Yes No

☐ ☐

77. Are there times when you have complete charge of the total classroom?

Yes No

☐ ☐

78. Is there someone on the job/staff who is concerned with your growth as a teacher?

Yes No

☐ ☐

79. Has Head Start made things any better in your life?

Yes No

☐ ☐

80. If so, How? If not, why? Please explain in the space below.

APPENDIX III

Dear Teacher:

Under cover you will find a questionnaire to assess the utilization of teacher aides in Head Start Centers.

The questionnaire is being used as part of a study being conducted throughout the New England states--Maine, Vermont, New Hampshire, Massachusetts, Connecticut and Rhode Island and up-state New York.

These states send trainees to the Head Start Leadership Development Program here at the University. This data would be vital to us in terms of our training format, and hopefully at the end of the study, some recommendations will be made to other teacher training institutions.

I would appreciate your taking the time to complete this confidential questionnaire and returning it as soon as possible in the return self-addressed envelope.

Sincerely yours,

James C. Young
Administrative Director
Head Start Program

QUESTIONNAIRE

TO DETERMINE TEACHER AIDE UTILIZATION IN HEAD START CENTERS

The purpose of the questionnaire is to examine how teacher aides are being utilized in the Head Start Centers. That is, teacher aides should be used to their full potential in all Head Start Centers. It is the intent of the questionnaire to examine the above statement.

As a teacher would you respond to the questionnaire as to how you see teacher aides being utilized in your center.

The questionnaire is strictly confidential. Your responses do not have to be disclosed to anyone.

INSTRUCTIONS FOR COMPLETING THE QUESTIONNAIRE ARE AS FOLLOWS:

1. Do not sign your name on it.
2. Answer each question. If the question has to be checked off, place the check mark in the correct space. (✓)
3. If the question has a Yes or No response, only check one answer.
4. If you are not sure about a question, mark the answer which you think is most nearly correct.
5. If you have made a mistake in marking an answer, erase it clearly and mark the correct answer.
6. Answer all questions according to the position you are now holding.

TEACHER PROFILE:

Sex Male Female Age

1. How many years have you been a Head Start teacher?

1 2 3 4 5

2. How many years of schooling have you completed?

1-6 1-8 9 10 11 12

3. How many years of college have you completed?
- 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ More than 5 ☐
4. Do you hold a degree? Yes ☐ No ☐ B.A. ☐ B.S. ☐
M.A. ☐ M.S. ☐
5. What is your present income as a teacher in Head Start?
- \$3600 or less ☐ Between \$3600-\$4000 ☐ Between \$4000-\$4500 ☐
Between \$4500-\$5000 ☐ Between \$5000-\$5500 ☐ \$6000 or more ☐
6. Do you live in the neighborhood where you work? Yes ☐ No ☐
7. Which of the following were you hired by:
- CAA Director ☐ Head Start Director ☐ PAC ☐
Other ☐ PAC and Head Start Director ☐
CAA Director and Head Start Director ☐

JOB RELATED TRAINING:

8. Did you receive specific training for working as a Head Start teacher? Yes ☐ No ☐
9. If so, how long was the training?
- 1 week ☐ 2 weeks ☐ 3 weeks ☐ 4 weeks ☐ 5 weeks ☐ Longer ☐
10. Did you receive On-The-Job-Training (OJT)? Yes ☐ No ☐
11. Do you receive continuous training for your job? Yes ☐ No ☐
12. If so, how often? Weekly ☐ Bi-weekly ☐ Monthly ☐ Quarterly ☐
Other ☐
13. Is it directly related to your job in the classroom? Yes ☐ No ☐

14. Is Supplementary Training available in your community?

Yes No
☐ ☐

15. If so, have you taken any courses in any of the areas listed below:

Child Development	<input type="checkbox"/>	Family Relations	<input type="checkbox"/>
Child Psychology	<input type="checkbox"/>	Parent Involvement	<input type="checkbox"/>
Health Services	<input type="checkbox"/>	Mental Health	<input type="checkbox"/>
Nutrition	<input type="checkbox"/>	Other	<input type="checkbox"/>

16. Have you participated in any type of Head Start Leadership Development Program i.e., at the University of Massachusetts or New York University?

Yes No
☐ ☐

CLASSROOM RESPONSIBILITIES:

17. Does your teacher aide take charge of small groups of children while you are working with another group?

Yes No
☐ ☐

18. If so, how often during the week?

1 day	2 days	3 days	4 days	5 days
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

19. Does your teacher aide listen to children tell stories?

Yes No
☐ ☐

20. Does your teacher aide give children a chance to show that they can do something well?

Yes No
☐ ☐

21. Does your teacher aide help children settle arguments without fighting?

Yes No
☐ ☐

22. Does your teacher aide talk quietly with a child who is upset?

Yes No
☐ ☐

23. Does your teacher aide explain pictures and books to children?

Yes No
☐ ☐

24. Does your teacher aide help children to improve special skills?
(cutting, pasting, coloring, tracing, etc.) Yes No
 ☐ ☐
25. Do your teacher aide play games with children in the classroom
or on the playground? Yes No
 ☐ ☐
26. Does the teacher aide organize these games? Yes No
 ☐ ☐
27. Does the teacher aide act out stories with the children? Yes No
 ☐ ☐
28. Does the teacher aide demonstrate good housekeeping procedures
to children? Yes No
 ☐ ☐
29. Does the teacher aide help children to improve their physical
skills? (jumping, throwing, catching, climbing, etc.) Yes No
 ☐ ☐
30. Does the teacher aide help children develop their social be-
havior? (sharing, waiting their turn, table manners, group
play) Yes No
 ☐ ☐
31. Does the teacher aide help a child who is learning something
new? Yes No
 ☐ ☐
32. Does the teacher aide help children who are working on individ-
ual projects? Yes No
 ☐ ☐
33. Does the teacher aide display the children's work? Yes No
 ☐ ☐
34. Does the teacher aide take children on field trips? Yes No
 ☐ ☐
35. Does the teacher aide take individual children on walks or
field trips? Yes No
 ☐ ☐

36. Does the teacher aide help children learn the proper use of tools and equipment? (record players, hammers, saws, work benches, etc.)
 Yes No
☐ ☐
37. Does the teacher aide take the daily attendance?
 Yes No
☐ ☐
38. Does the teacher aide help to prepare and serve the children's food?
 Yes No
☐ ☐
39. Does the teacher aide make home visits?
 Yes No
☐ ☐
40. Does the teacher aide hold conferences with you or the family about the children?
 Yes No
☐ ☐
41. Does the teacher aide read and tell stories to the children?
 Yes No
☐ ☐
42. Does the teacher aide help children understand the teacher's direction?
 Yes No
☐ ☐
43. Does the teacher aide help in developing the center's curriculum? (Purpose, short range goals, long range goals, evaluation)
 Yes No
☐ ☐
44. Does the teacher aide help plan the daily schedule? (Activities the children do daily)
 Yes No
☐ ☐
45. Is the teacher aide responsible for any particular activity in the classroom? (block corner, science table, house corner, etc.)
 Yes No
☐ ☐
46. Does the teacher aide make suggestions for the daily schedule?
 Yes No
☐ ☐
47. If so, do they become part of the daily schedule?
 Yes No
☐ ☐
48. Does the teacher aide have any say in which materials are being ordered?
 Yes No
☐ ☐

49. Do you and the teacher aide work as a team? Yes ☐ No ☐
50. Do you and the teacher aide plan as a team? Yes ☐ No ☐
51. Does the teacher aide participate in determining the physical arrangement of the classroom? Yes ☐ No ☐
52. Is the teacher aide involved in the decision-making process in any of the listed areas:
 The children ☐ The classroom ☐ The parents ☐
 The center ☐ The program ☐
53. Does the teacher aide handle discipline problems? Yes ☐ No ☐
54. If so, are the discipline problems similar to those handled by the teacher? Yes ☐ No ☐
55. Does the teacher aide fill-in in other classrooms as a teacher aide? Yes ☐ No ☐
56. Does the teacher aide recruit children for the program? Yes ☐ No ☐
57. Does the teacher aide meet with any of the following groups in the program, on program concerns and/or program decisions:
 PAC ☐ CAA Bd. ☐ Parents ☐ Director ☐
 Career Development Committee ☐
58. Does the teacher aide fill out health forms on the children? Yes ☐ No ☐
59. Does the teacher aide ride the bus as part of her job? Yes ☐ No ☐
60. Does the teacher aide fill-in other positions in the center? Yes ☐ No ☐
61. Does the teacher aide spend all of her time in the classroom? Yes ☐ No ☐

CAREER DEVELOPMENT:

62. Does the teacher aide participate as a trainer of other staff members?
 Yes ☐ No ☐
63. Does the teacher aide participate as a trainer in relating classroom skills to parents?
 Yes ☐ No ☐
64. Do you have a clear description of your job?
 Yes ☐ No ☐
65. Does the teacher aide have a clear description of her job?
 Yes ☐ No ☐
66. Did you begin as a teacher aide in the program?
 Yes ☐ No ☐
67. Are you presently in the same position that you had when you entered the program?
 Yes ☐ No ☐
68. Is there a career ladder in your center?
 Yes ☐ No ☐
69. If so, are there opportunities for advancement to other positions on the career ladder?
 Yes ☐ No ☐
70. Is there an evaluation procedure in your center?
 Yes ☐ No ☐
71. If so, who makes up the evaluation team?
 PAC Members and Staff ☐ Director & PAC Members ☐
 CAA Director & PAC ☐ Personnel Committee of PAC ☐
 Other ☐ No Evaluation Team ☐
72. Have you been evaluated since working in the program?
 Yes ☐ No ☐
73. If so, how often? Every 3 months ☐ Every 6 months ☐
 Yearly ☐ No Evaluation ☐
74. Are there teacher positions in other programs in your community?
 Yes ☐ No ☐

75. If so, are they available to you because of your Head Start experience? Yes ☐ No ☐

76. What is your career goal? Please list _____

OPINION QUESTIONS:

77. Are there things you would like to see teacher aides doing in the program which they are not doing? Yes ☐ No ☐

78. If so, please list them.

79. Are there times when the teacher aide has complete charge of the total classroom? If so, please list the times. Yes ☐ No ☐

80. Is there someone on the staff who is concerned with the growth of the teacher aide? If so, who _____ Yes ☐ No ☐

81. As a teacher in Head Start, what is your perception of how a teacher aide can be utilized in the classroom? Please explain in the space below.

APPENDIX IV

Dear Director:

Enclosed you will find a packet of questionnaires being used to assess the utilization of teacher aides in Head Start Centers throughout the New England states and up-state New York. These states send trainees to the Head Start Leadership Development Program here at the University.

These questionnaires are to be completed by directors, teachers, and teacher aides. Attached to each questionnaire is a cover letter explaining the nature of the questionnaire, how to fill it out, and what the intent of it is. Each questionnaire is to be completed without anyone assisting.

Each questionnaire has a return self-addressed envelope. We want the confidentiality of the person completing the questionnaire to remain as such.

I would appreciate your helping in this study by distributing the questionnaires to the appropriate members of your staff and request that they complete and return it immediately, but not later than February 26, 1971.

Sincerely yours,

James C. Young
Administrative Director
Head Start Program

QUESTIONNAIRE

TO DETERMINE TEACHER AIDE UTILIZATION IN HEAD START CENTERS

The purpose of the questionnaire is to examine how teacher aides are being utilized in the Head Start Centers. That is, teacher aides should be used to their full potential in all Head Start Centers. It is the intent of the questionnaire to examine the above statement.

As a director would you respond to the questionnaire as to how you see teacher aides being utilized in your center.

The questionnaire is strictly confidential. Your responses do not have to be disclosed to anyone.

INSTRUCTIONS FOR COMPLETING THE QUESTIONNAIRE ARE AS FOLLOWS

1. Do not sign your name on it.
2. Answer each question. If the question has to be checked off, place the check mark in the correct space. (✓)
3. If the question has a Yes or No response only check one answer.
4. If you are not sure about a question, mark the answer which you think is most nearly correct.
5. If you have made a mistake in marking an answer, erase it clearly and mark the correct answer.
6. Answer all questions according to the position you are now holding.

DIRECTOR PROFILE:

Sex Male Female Age

1. How many years have you been a Head Start Director?

1 2 3 4 5

2. How many years of schooling have you completed?

1-6 1-8 9 10 11 12

3. How many years of college have you completed?

1 2 3 4 5 More than 5
☐ ☐ ☐ ☐ ☐ ☐

4. Do you hold a degree? Yes No If so, which degree?

☐ ☐ B.A. ☐ B.S. ☐
Other ☐ M.A. ☐ M.S. ☐

5. What is your present income as a Head Start Director?

\$5000 or less <input type="checkbox"/>	\$5000-\$5500 <input type="checkbox"/>	\$5500-\$6000 <input type="checkbox"/>	\$6000-\$6500 <input type="checkbox"/>
\$6500-\$7000 <input type="checkbox"/>	\$7000-\$7500 <input type="checkbox"/>	\$7500-\$8000 <input type="checkbox"/>	\$8000-\$8500 <input type="checkbox"/>
\$8500-\$9000 <input type="checkbox"/>	\$9000-\$9500 <input type="checkbox"/>	\$9500-\$10,000 <input type="checkbox"/>	Over \$10,000 <input type="checkbox"/>

6. Do you live in the neighborhood where you work? Yes No
☐ ☐

7. Which of the following were you hired by:

CAA Director ☐ CAA Personnel Committee ☐ PAC ☐
CAA Board ☐ A Combination of These ☐

JOB RELATED TRAINING:

8. Did you receive specific training for working as a Head Start Director? Yes No
☐ ☐

9. Is your degree in education? Yes No
☐ ☐

10. In which of the following areas is your degree?

Child Development <input type="checkbox"/>	Early Childhood Education <input type="checkbox"/>
Social Work <input type="checkbox"/>	Elementary Education <input type="checkbox"/>
Home Economics <input type="checkbox"/>	Community Organization <input type="checkbox"/>
Nurse <input type="checkbox"/>	Other <input type="checkbox"/>

11. Do you receive continuous training for your job? Yes No
☐ ☐

12. Is it directly related to the responsibilities of your job? Yes No
☐ ☐

13. Is Supplementary Training available in your community?
 Yes ☐ No ☐

14. If so, have any of your aides taken courses in any of the following areas:

Child Development	<input type="checkbox"/>	Family Relations	<input type="checkbox"/>	Nutrition	<input type="checkbox"/>
Parent Involvement	<input type="checkbox"/>	Health Services	<input type="checkbox"/>	Other	<input type="checkbox"/>
Child Psychology	<input type="checkbox"/>	Mental Health	<input type="checkbox"/>		

15. Have you participated in any type of Head Start Leadership Development Program i.e., at the University of Massachusetts or New York University?
 Yes ☐ No ☐

CLASSROOM RESPONSIBILITIES:

16. Does the teacher aide take charge of small groups of children while the teacher is working with another group?
 Yes ☐ No ☐

17. If so, how often during the week?

1 day	2 days	3 days	4 days	5 days
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

18. Does the teacher aide listen to children tell stories?

Yes ☐ No ☐

19. Does the teacher aide give children a chance to show that they can do something well?

Yes ☐ No ☐

20. Does the teacher aide help children settle arguments without fighting?

Yes ☐ No ☐

21. Does the teacher aide talk quietly with a child who is upset?

Yes ☐ No ☐

22. Does the teacher aide explain pictures and books to children?

Yes ☐ No ☐

23. Does the teacher aide help children to improve special skills? (cutting, pasting, coloring, tracing, etc.)

Yes ☐ No ☐

24. Does the teacher aide play games with children in the classroom or on the playground? Yes No
☐ ☐
25. Does the teacher aide organize these games? Yes No
☐ ☐
26. Does the teacher aide act out stories with the children? Yes No
☐ ☐
27. Does the teacher aide demonstrate good housekeeping procedures to children? Yes No
☐ ☐
28. Does the teacher aide help children to improve their physical skills? (catching, throwing, jumping, climbing, etc.) Yes No
☐ ☐
29. Does the teacher aide help children develop their social behavior? (sharing, waiting their turn, table manners, group play, etc.) Yes No
☐ ☐
30. Does the teacher aide help a child who is learning something new? Yes No
☐ ☐
31. Does the teacher aide help children who are working on individual projects? Yes No
☐ ☐
32. Does the teacher aide display the children's work? Yes No
☐ ☐
33. Does the teacher aide take children on field trips? Yes No
☐ ☐
34. Does the teacher aide take individual children on walks or field trips? Yes No
☐ ☐
35. Does the teacher aide help children learn the proper use of tools? (hammers, saws, record players, work benches, etc.) Yes No
☐ ☐
36. Does the teacher aide take the daily attendance? Yes No
☐ ☐

37. Does the teacher aide help to prepare and serve the children's food?
Yes ☐ No ☐
38. Does the teacher aide make home visits?
Yes ☐ No ☐
39. Does the teacher aide hold conferences with you, the teacher or the family on the children?
Yes ☐ No ☐
40. Does the teacher aide read and tell stories to the children?
Yes ☐ No ☐
41. Does the teacher aide help children understand the teacher's directions?
Yes ☐ No ☐
42. Does the teacher aide help in developing the center's curriculum? (Purpose, short range goals, long range goals, evaluation)
Yes ☐ No ☐
43. Does the teacher aide help plan the daily schedule? (Activities the children do daily)
Yes ☐ No ☐
44. Is the teacher aide responsible for any particular activity in the classroom? (block, science table, house corner, language lesson)
Yes ☐ No ☐
45. Does the teacher aide make suggestions for the daily schedule?
Yes ☐ No ☐
46. If so, do they become part of the daily schedule?
Yes ☐ No ☐
47. Does the teacher aide have any say in which materials are being ordered?
Yes ☐ No ☐
48. Does the teacher aide and the teacher work as a team?
Yes ☐ No ☐
49. Does the teacher aide and the teacher plan as a team?
Yes ☐ No ☐

50. Does the teacher aide participate in determining the physical arrangement of the classroom? Yes ☐ No ☐
51. Is the teacher aide involved in the decision-making process in any of the listed areas:
 The children ☐ The classroom ☐ The parents ☐
 The center ☐ The program ☐
52. Does the teacher aide handle discipline problems? Yes ☐ No ☐
53. If so, are the discipline problems similar to those handled by the teacher? Yes ☐ No ☐
54. Does the teacher aide fill-in in other classrooms as a teacher aide? Yes ☐ No ☐
55. Does the teacher aide recruit children for the program? Yes ☐ No ☐
56. Does the teacher aide meet with any of the following groups in the program, on program concerns and/or program decisions:
 PAC ☐ CAA Bd. ☐ Parents ☐ Director ☐
 Career Development Committee ☐
57. Does the teacher aide fill out health forms on the children? Yes ☐ No ☐
58. Does the teacher aide ride the bus as part of her job? Yes ☐ No ☐
59. Does the teacher aide fill-in other positions in the program? Yes ☐ No ☐
60. Does the teacher aide spend all of her time in the classroom? Yes ☐ No ☐

CAREER DEVELOPMENT:

61. Does the teacher aide participate as a trainer of other staff members? Yes ☐ No ☐

62. Does the teacher aide participate as a trainer in relating classroom skills to parents? Yes ☐ No ☐
63. Does the teacher aide have a clear description of her job? Yes ☐ No ☐
64. Does the teacher have a clear description of her job? Yes ☐ No ☐
65. Did you begin as a director in the program? Yes ☐ No ☐
66. Are you presently in the same position that you had when you entered the program? Yes ☐ No ☐
67. Is there a career ladder in your center? Yes ☐ No ☐
68. If so, are there opportunities for advancement to other positions on the career ladder for the teacher aide? Yes ☐ No ☐
69. Is the criteria spelled out for advancement for these teacher aides? Yes ☐ No ☐
70. Is there an evaluation procedure in your center? Yes ☐ No ☐
71. If so, who makes up the evaluation team?
- | | | | |
|---------------------|--------------------------|----------------------------|--------------------------|
| PAC Members & Staff | <input type="checkbox"/> | Director & PAC Members | <input type="checkbox"/> |
| CAA Director & PAC | <input type="checkbox"/> | Personnel Committee of PAC | <input type="checkbox"/> |
| Other | <input type="checkbox"/> | No Evaluation Team | <input type="checkbox"/> |
72. Have you evaluated the teacher aides working in your program? Yes ☐ No ☐
73. If so, how often?
- | | | | | | |
|----------------|--------------------------|----------------|--------------------------|--------|--------------------------|
| Every 3 months | <input type="checkbox"/> | Every 6 months | <input type="checkbox"/> | Yearly | <input type="checkbox"/> |
| No Evaluation | <input type="checkbox"/> | Other | <input type="checkbox"/> | | |
74. Are there teacher aide positions in other programs in your community? Yes ☐ No ☐

75. Have any teacher aides advanced in your program? Yes No
☐ ☐

OPINION QUESTIONS:

76. Are there things you would like to see teacher aides doing in the program which they are not doing? Yes No
☐ ☐
77. If so, please list them.
78. Are there times when the teacher aide has complete charge of the total classroom? If so, please list them. Yes No
☐ ☐
79. Is there someone on the staff who is concerned with the growth of the teacher aide? If so, who. _____ Yes No
☐ ☐
80. As a Head Start Director, what is your perception of how a teacher aide can be utilized in the classroom? Please explain in the space below.

APPENDIX V

The following list represents the manner in which questions on the questionnaire were worded for the computer program. Questions 14, 51 and 56 had answers where the respondent could check off more than one.

Therefore, each part of the question was then listed as an individual variable for the computer program. The total number of variables equaled 101. The wording of the questions for the computer program was for the purposes of the investigator.

POSITION	(1) Director (2) Teacher (3) Teacher Aide
SEX	(1) Male (2) Female
AGE	(1) 18 or less (2) 18-23 (3) 24-28 (4) 29-33 (5) 34-38 (6) 39-43 (7) 44-48 (8) 49-54 (9) 55 and over

VAR001	Years in Head Start as teacher aide
VAR002	Years of schooling completed
VAR003	Years of college completed
VAR004	Present income as a teacher aide
VAR005	Live in neighborhood where you work
VAR006	Who were you hired by
VAR007	Training for work as teacher aide before work
VAR008	How long was the training
VAR009	Did receive on the job training
VAR010	Do you receive
VAR011	How often is the training
VAR012	Is it related to the job in the classroom
VAR013	Is supplementary training available in the community
X14A	Child development
X14B	Family relations
X14C	Child psychology
X14D	Parent involvement
X14E	Health services
X14F	Mental health
X14G	Nutrition
X14H	Other

VAR015 Have you participated in a LDP
 VAR016 Do you take charge of small groups
 VAR017 How often during the week
 VAR018 Do you listen to children tell stories
 VAR019 Give children a chance to do something well
 VAR020 Help children settle arguments
 VAR021 Talk quietly with a child who is upset
 VAR022 Explain pictures and books to children
 VAR023 Help children improve special skills
 VAR024 Play games in the classroom or playground
 VAR025 Do you organize these games
 VAR026 Do you act out stories with children
 VAR027 Do you demonstrate good housekeeping
 VAR028 Help children improve physical skills
 VAR029 Help children improve social behavior
 VAR030 Help children who are learning something new
 VAR031 Help children working on individual projects
 VAR032 Do you display the children's work
 VAR033 Do you take children on field trips
 VAR034 Do you take individual children on walks or field trips
 VAR035 Help children learn to use tools
 VAR036 Do you take the daily attendance
 VAR037 Help prepare and serve children's food
 VAR038 Do you make home visits
 VAR039 Hold conferences with teacher and family of children
 VAR040 Do you read and tell stories to children
 VAR041 Help children understand teacher's directions
 VAR042 Do you help develop center curriculum
 VAR043 Do you help plan the daily schedule
 VAR044 Are you responsible for a corner activity
 VAR045 Make suggestions for daily schedule
 VAR046 Do they become part of the daily schedule
 VAR047 Do you help order materials for the center
 VAR048 Do you and the teacher work as a team
 VAR049 Do you and the teacher plan as a team
 VAR050 Do you plan in arranging classroom physically
 X51A The children
 X51B The classroom
 X51C The parents
 X51D The center
 X51E The program
 VAR052 Do you handle discipline problems
 VAR053 Does the teacher handle similar problems
 VAR054 Do you fill-in other classrooms as an aide
 VAR055 Do you recruit children for the center
 X56A PAC
 X56B CAA Board
 X56C Parents
 X56D Director
 X56E Career Development Committee

VAR057 Fill out health forms for children
 VAR058 Do you ride the bus as part of your job
 VAR059 Do you fill-in other positions in the center
 VAR060 Do you spend all your time in the classroom
 VAR061 Are you a trainer of other staff members
 VAR062 Are you a trainer of parents in classroom skills
 VAR063 Do you have a clear job description
 VAR064 Did you begin as a teacher aide
 VAR065 Still in the same position when you entered
 VAR066 Is there a career ladder in your center
 VAR067 Are there opportunities for advancement
 VAR068 Is there an evaluation procedure in the center
 VAR069 Who makes up the evaluation team
 VAR070 Have you been evaluated since working in the center
 VAR071 If so, how often
 VAR072 Are there teacher aide positions in other community programs
 VAR073 Are they available to you with high school experience
 VAR074 What is your career goal

 EXTRA1 What degree do you have
 EXTRA2 Does teacher aide fill out health forms for children
 EXTRA3 Is your degree in education
 EXTRA4 Your degree is in what area
 EXTRA5 Does the teacher aide fill-in other positions in the program
 EXTRA6 Does the teacher aide spend all her time in the classroom
 EXTRA7 Does the teacher aide have clear job description
 EXTRA8 Are criteria spelled out for advancement for the teacher aide

 STATE (1) Maine (2) Vermont (3) New Hampshire (4) Massachusetts
 (5) Connecticut (6) Rhode Island (7) New York

